Developing Green Skills

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Objectives of the workshop

In terms of knowledge

- Define sustainability as a transversal competence in VET and identify the four GreenComp competence areas.
- Describe the main sustainability priorities relevant to workplaces, communities and VET sectors.
- Explain the interrelationships between environmental, social and economic dimensions of sustainability.
- Classify sustainability issues according to values, complexity, futures and action perspectives.
- Explain the role of systems thinking, critical thinking and problem framing in sustainability-related decision-making.
- Identify the principles of circular economy, prevention, reuse, repair and responsible consumption.
- Describe the links between sustainability, fairness, inclusion, intergenerational responsibility and respect for nature.
- Explain the importance of futures literacy, adaptability and exploratory thinking in sustainability transitions.
- Recognize the role of individual initiative, collective action and civic or organisational participation in promoting sustainability.

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Objectives of the workshop

In terms of skills:

- Apply a sustainability lens to workplace situations in order to identify risks, inefficiencies and opportunities for improvement.
- Analyse sustainability-related problems by examining connections among actions, stakeholders and processes.
- Assess information, claims and workplace practices in order to distinguish sustainable from unsustainable choices.
- Organize sustainability challenges by identifying causes, effects, actors and possible responses.
- Select appropriate solutions for waste reduction, resource efficiency and greener daily operations.
- Use circular and preventive thinking to improve routine workplace tasks and resource use.
- Compare alternative future scenarios and propose realistic steps toward more sustainable behaviours.
- Adapt behaviours and decisions in response to sustainability-related uncertainty, change and trade-offs.
- Develop simple collaborative green actions in workplace or training contexts.
- Design a small-scale action plan to address a sustainability issue in a practical context.

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Objectives of the workshop

In terms of attitudes

- Value responsibility, care and commitment toward the environment, the community and future generations.
- Demonstrate openness to changing unsustainable habits and adopting alternative solutions.
- Support fairness, inclusion and shared responsibility in sustainability-related decisions.
- Show curiosity and willingness to learn from different perspectives on sustainability challenges.
- Exhibit proactive engagement in promoting greener choices in everyday life and workplace contexts.
- Value collaboration and participation as key conditions for sustainable transition.

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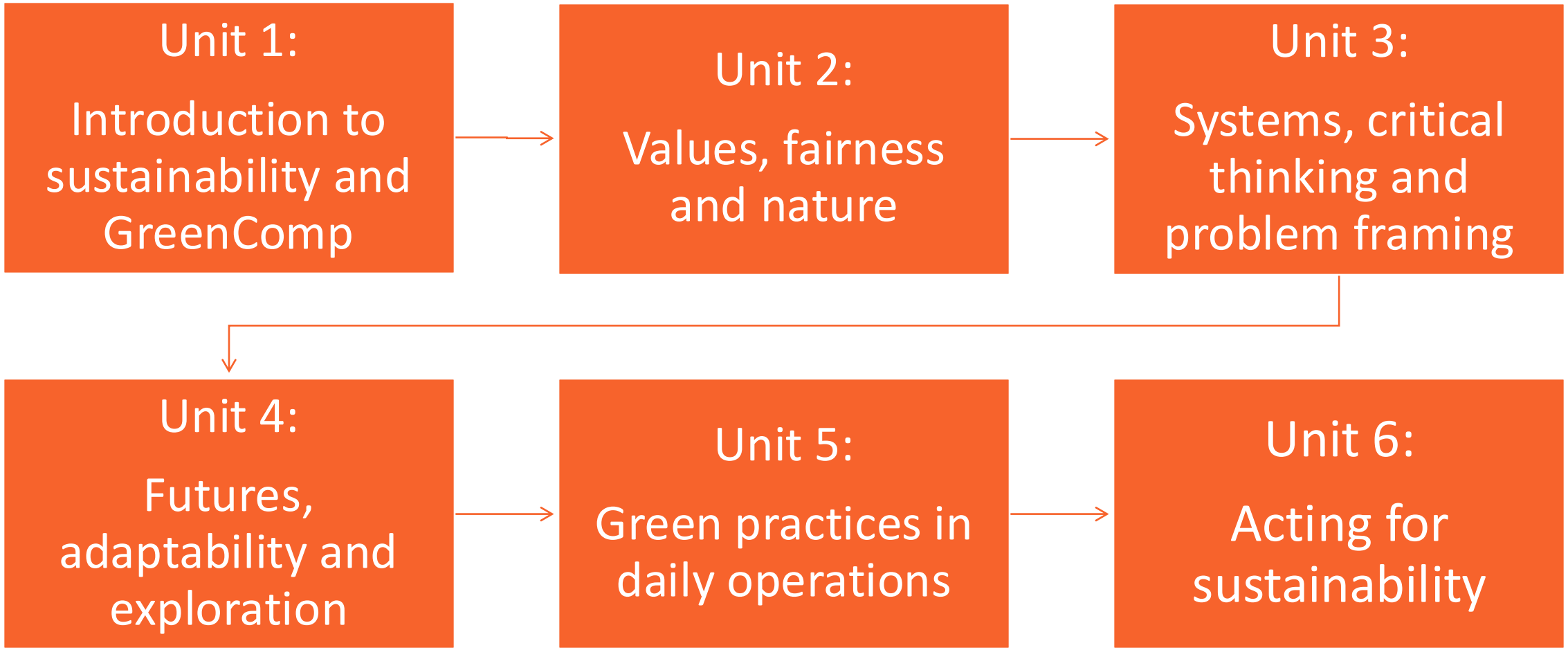
Workshop routemap



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Introduction to sustainability and GreenComp

Unit 1

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The Framework
What is GreenComp?

- GreenComp is the European sustainability competence framework.
- It provides a common reference for education and training programmes that support sustainability learning.
- It is intended for learners of different ages, levels and settings: formal, non-formal and informal.
- Its purpose is to help people think, plan and act with empathy, responsibility and care for the planet.

Reference framework

GreenComp is a non-prescriptive guide that can support curriculum design, assessment and programme review.

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The Framework

GreenComp: The four competence areas

Embodying Sustainability values

- Valuing sustainability
- *Supporting fairness*
- Promoting nature

Embracing complexity in sustainability

- *Systems thinking*
- *Critical thinking*
- *Problem framing*

Envisioning Sustainable futures

- Futures literacy
- *Adaptability*
- *Exploratory thinking*

Acting for sustainability

- Political agency
- Collective action
- *Individual initiative*

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The Framework
Using the curriculum across countries

What stays common

- The GreenComp structure
- The practical workplace focus
- The inclusive and modular design
- The emphasis on employability and action
- The need for accessible language

What can be adapted

- Examples from local sectors
- National regulations and norms
- Preferred case studies
- Local labour-market priorities
- Language and delivery format

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The Framework
The 12 GreenComp competences

- Valuing sustainability
- Supporting fairness
- Promoting nature
- Systems thinking
- Critical thinking
- Problem framing
- Futures literacy
- Adaptability
- Exploratory thinking
- Political agency
- Collective action
- Individual initiative

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What sustainability means in practice

- Sustainability is not only about the environment; it also includes social and economic dimensions.
- A sustainable decision considers present needs without ignoring long-term consequences.
- In the workplace, sustainability appears in procurement, energy use, travel, materials, waste, inclusion and culture.
- It asks a simple question: how can we meet needs while reducing harm and supporting fairness?

Key idea

Sustainability is a way of thinking and deciding, not only a specialist topic.

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Sustainability in education, work and everyday life

- In education, sustainability shapes what learners know, how they reflect and how they act.
- At work, it influences routines, compliance, efficiency and professional responsibility.
- In everyday life, it affects consumption, mobility, food, energy use and participation in community decisions.
- The same mindset can connect all three domains.

Transferability

Learners should recognise that sustainability competences travel between personal, civic and professional contexts.

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Why sustainability is a transversal competence?

For all sectors

- Useful in logistics
- Useful in services
- Useful in administration
- Useful in technical work

For all roles

- Managers and teams
- Frontline staff
- Apprentices and trainees
- Community actors

For all countries

- Shared framework
- Local adaptation
- Comparable language
- Portable learning

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Why green competences matter for employability?

- They show that a worker can connect routine tasks with wider impact.
- They support problem solving, responsibility and initiative.
- They help organisations respond to transition, regulation and changing customer expectations.
- They can improve credibility in job search, progression and retraining pathways.

Employability lens

Green skills strengthen both performance and adaptability..

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GreenComp as a curriculum organiser

It helps trainers to…

- Structure topics
- Write outcomes
- Select activities
- Build assessment tasks
- Review and improve programmes

It helps learners to…

- See the full picture
- Track progress
- Name the competences they develop
- Transfer learning to work
- Reflect on strengths and gaps

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The four areas as a learning journey

- Start with values: what do we care about and why?
- Move into complexity: how do systems, evidence and problem framing shape decisions?
- Look ahead: what futures are possible and how can we adapt?
- Act: what can individuals, teams and communities actually do?

Journey logic

The framework moves from orientation and understanding to future thinking and action.

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A simple workplace sustainability lens

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Sector examples: where learners may meet sustainability

Scenario

- A team orders single-use supplies because they seem cheaper and faster.
- No one checks total cost, waste volume or disposal impact.
- The routine feels normal, so it remains invisible.
- The question is not “Who is to blame?” but “What could we rethink?”

What learners can do?

- Notice the pattern
- Estimate hidden costs
- Suggest a reuse or reduction option
- Discuss trade-offs
- Pilot one small change

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Inclusion, fairness and respect for diversity

- The green transition should not benefit some groups while excluding others.
- Training should use accessible language and examples from different social realities.
- Workers bring different experiences, constraints and opportunities to sustainability action.
- Respect for diversity strengthens participation and the quality of solutions.

Inclusive design

A good curriculum makes sustainability practical and reachable for different learners.

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Case example:
a routine choice with wider impact

- Office work: printing, energy, procurement, data storage, travel and meeting habits.
- Workshops and labs: materials, consumables, maintenance, safety and waste streams.
- Service environments: customer communication, sourcing, packaging, cleaning and transport.
- Logistics: routing, stock, returns, fuel, loading, timing and resource efficiency.

Sector relevance

Sustainability should appear through concrete scenarios familiar to the learner.

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From awareness to practical green action

- Awareness alone is not enough; learners need a pathway from noticing to doing.
- That pathway includes knowledge, reflection, experimentation, collaboration and review.
- Small actions are valid when they are realistic, evidence-informed and repeatable.
- The curriculum therefore focuses on both understanding and operational practice.

Action pathway

Teach learners to connect ideas with feasible action, not just to memorise terms.

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Reflection prompts for Unit 1

- Where do I already meet sustainability issues in my daily work?
- Which routines in my context seem convenient but may hide environmental or social costs?
- Which GreenComp area feels strongest for me already?
- Which area needs more development?

Use in asynchronous learning

Reflection questions make the unit personal and help learners connect content with their own reality.

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Example: applying a sustainability lens to one routine

Routine view

- "We always order disposable cups for meetings because it is quick and easy."

Focuses only on convenience.
Looks at the immediate task.
Keeps waste and cost invisible.

Sustainability view

- "Could we reduce cups, use reusable options or change ordering habits?"

Adds environmental and social questions.
Looks at hidden costs and behaviour.
Opens practical alternatives.

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Case Study:
the break-room supply routine

- A training centre orders bottled water, disposable cups and individually wrapped snacks for every short session. Staff see this as a normal service choice. Learners review the routine, estimate waste, identify procurement alternatives and discuss what a realistic first improvement would be.

Case study task

Identify the hidden impacts.
Name one quick-win change.
Name one longer-term change.
Explain which GreenComp areas appear most clearly.

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Reflection activity: sustainability in my own role

- List three routine actions from your own work or training context.

For each one, ask: What resources are used? Who is affected? What waste or hidden cost may be created?

Choose one routine that deserves closer attention in the next unit.

Learner Output

A short reflection note or a simple table with:

- Routine
- Hidden impact
- First idea for improvement

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Key Points – Topic 1

- Sustainability is a transversal competence relevant to all sectors and roles.
- GreenComp offers a shared structure for learning, teaching and assessment.
- Workers need practical examples that connect sustainability with daily operations.
- The transition from awareness to action begins with noticing impacts and questioning routines.

Topic Recap

Unit 1 creates the foundation for the rest of the programme.

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Values, fairness and nature

Unit 2

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Valuing sustainability

- Valuing sustainability means recognising that environmental integrity, social wellbeing and long-term responsibility matter.
- It is about more than personal preference: it influences judgement and priorities.
- Values help explain why a worker might challenge wasteful or harmful routines.
- When values are weak or unclear, sustainability is easily treated as optional.

Values in action

Values are not abstract extras; they influence professional choices..

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Supporting fairness

- Fairness asks who benefits, who carries the cost and who is left out.
- It includes equity, justice and intergenerational responsibility.
- A sustainable decision should avoid solving one problem by shifting burdens onto other people or future generations.
- Fairness is therefore central to both workplace and community sustainability.

Fairness lens

Green action should be effective and just at the same time.

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Promoting nature

- Promoting nature means seeing humans as part of nature rather than separate from it.
- Ecosystems, biodiversity and non-human life are not background scenery; they are conditions for life and work.
- This competence encourages respect, care and regeneration.
- It also pushes learners to notice how everyday activities affect natural systems.

Nature lens

A workplace can feel distant from nature while still depending on resources, ecosystems and climate stability.

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Values in three dimensions

Personal Values	Social Values	Ecological Values
• Care • Responsibility • Consistency • Integrity	• Fairness • Inclusion • Shared benefit • Respect	• Nature protection • Regeneration • Prevention • Stewardship

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Fairness in access to resources and opportunities

Questions to ask

- Who has access to safer, greener options?
- Who can afford to change habits quickly?
- Who takes part in decisions?
- Who may be negatively affected by change?
- Whose voice is missing?

Implications for training

- Avoid one-size-fits-all assumptions
- Use varied examples
- Recognise unequal starting points
- Support participation
- Discuss trade-offs honestly

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Social inclusion and the green transition

- Green transitions can create opportunities, but they can also deepen exclusion if not designed carefully.
- Workers may face different barriers: cost, time, infrastructure, language or lack of influence.
- Inclusive education helps learners see these realities and respond with empathy and practical awareness.
- A strong green curriculum therefore includes both environmental and social sensitivity.

Inclusive transition

Sustainability learning must be people-aware as well as planet-aware.

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Ethical reflection in daily choices

- Many sustainability choices seem small: printing, packaging, commuting, ordering, heating or disposing materials.
- Ethical reflection asks what those choices normalise over time.
- It also asks whether convenience, speed or cost are hiding other impacts.
- The goal is not perfection, but more conscious and responsible judgement.

Ethical habit

Teach learners to pause, notice and question the routine choice.

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Recognising tensions: convenience, cost and sustainability

Typical tension

- The cheaper option may create more waste.
- The faster option may rely on inefficient transport.
- The familiar option may ignore better alternatives.
- The visible cost may be low while the hidden impact is high.

Possible response

- Look at total impact, not just first impression
- Compare alternatives
- Estimate hidden costs
- Involve others in discussion
- Pilot one better option

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Intergenerational responsibility

- Sustainability decisions affect people who are not present in the room and may not yet be born.
- Intergenerational thinking broadens the time horizon of workplace and policy choices.
- It encourages prevention, stewardship and caution when impacts may accumulate over time.
- This is one reason short-term convenience should not always dominate.

Time horizon

Fairness includes the future, not only the present.

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Other species and ecosystems also matter

- A human-centred perspective can miss the wider ecological consequences of decisions.
- Promoting nature means recognising the intrinsic value of species and ecosystems.
- Even where workers do not deal directly with nature, choices around sourcing, waste, land use and energy still matter.
- This helps learners connect local routine with global ecological systems.

Ecological respect

Nature is not only a resource; it is a living system with its own value.

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A simple values-based decision check

Care

- Does it reduce harm?
- Does it respect people?
- Does it respect nature?

Fairness

- Who benefits?
- Who carries the burden?
- Who is excluded?

Responsibility

- What happens over time?
- Can we justify the choice?
- Can we improve it?

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Workplace scenario: disposable convenience

- A service team uses large amounts of single-use items because they are easy to order and simple to store.
- No one has mapped the waste stream, disposal cost or environmental impact.
- A values-based response would ask about fairness, hidden costs and realistic alternatives.
- The best first step may be measuring use and identifying one high-volume item to replace or reduce.

Scenario takeaway

Values become visible when they shape how a team defines a “normal” option.

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From awareness to value-based action

- Notice the issue.
- Clarify which values are relevant.
- Discuss who is affected.
- Identify a realistic change.
- Review whether the change improved the situation.

Action sequence

Values should lead to better action, not only better language.

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Reflection prompts for Unit 2

- Which workplace routines in my context raise fairness questions?
- Where do I see tension between convenience and responsibility?
- How does my sector depend on natural resources or ecosystems?
- Which value would I like to strengthen most in my own practice?

Use in asynchronous learning

Reflection helps learners connect GreenComp values with their own professional identity.

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Example: choosing between convenience and fairness

Narrow decision

- "Buy the cheapest option because the budget is tight."

Looks only at the immediate price.
Ignores who bears the cost.
Misses waste, quality and fairness issues.

Values-based decision

- Compare price, durability, labour conditions and waste before deciding."

Considers fairness and responsibility.
Looks at longer-term value.
Supports more ethical professional choices.

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Case Study:
uniforms and seasonal workers

- A company introduces new work uniforms made from low-cost material that wears out quickly. Permanent staff receive replacements easily, but seasonal workers do not. Learners examine the issue through fairness, inclusion and environmental impact, then propose a more responsible approach.

Case study task

Who benefits?
Who is disadvantaged?
How does nature enter the issue?
What decision would better reflect GreenComp values?

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Reflection activity: my values in daily choices

- Think of one recent decision about buying, using or disposing of something at work or in training.

Which values shaped that decision?

Was fairness considered?

Did the choice respect nature as more than a background resource?

Learner Output

A short paragraph:

- What I chose
- Why I chose it
- What I would now reconsider

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Key Points – Topic 2

- Sustainability values shape priorities and decisions.
- Fairness includes justice, inclusion and intergenerational responsibility.
- Promoting nature means recognising ecological dependence and respect for living systems.
- A good green curriculum connects values directly with workplace judgement and action.

Topic Recap

Unit 2 gives the ethical grounding for the analytical competences that follow.

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Systems, critical thinking and problem framing

Unit 3

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Why sustainability problems are complex

- They involve interconnected environmental, social, economic and cultural factors.
- Causes and effects are rarely linear.
- Actions in one part of the system can produce consequences somewhere else.
- This is why quick fixes may fail or create new problems.

Complexity

Workers need tools for understanding messy problems, not only simple checklists.

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Systems thinking

- Systems thinking looks at parts, relationships, feedback loops and patterns over time.
- It helps learners avoid treating symptoms as if they were root causes.
- In the workplace, it can reveal how procurement, routines, incentives and communication interact.
- It is a practical way to understand why a sustainability issue persists.

Core competence

Ask not only “What happened?” but also “How is this system producing that result?”.

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What systems thinking pays attention to

Elements

- People
- Resources
- Tools
- Rules

Relationships

- Dependencies
- Flows
- Incentives
- Trade-offs

Patterns

- Repetition
- Feedback
- Delays
- Unintended effects

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Critical thinking

- Critical thinking means questioning assumptions, claims, evidence and the status quo.
- It does not mean being negative about everything.
- Instead, it means being careful about what is accepted as true, normal or unavoidable.
- This competence is essential when organisations face sustainability claims, trends or quick promises.

Critical stance

Sustainability work needs curiosity and evidence, not automatic agreement.

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Questions that support critical thinking

About information

- Who produced it?
- What evidence supports it?
- What is missing?
- What assumptions are built in?
- Who benefits from this interpretation?

About practice

- Why do we do it this way?
- What are the side effects?
- What alternatives exist?
- What happens if nothing changes?
- How do we know the current routine works?

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Problem framing

- Problem framing is the ability to define a sustainability challenge clearly before rushing to a solution.
- Different framings lead to different actions.
- If a team frames a waste issue only as “bad employee behaviour”, it may ignore procurement, training or design factors.
- Better framing usually improves the quality of the response.

Framing matters

A badly framed problem often produces a badly targeted solution.

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A practical problem-framing sequence

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Stakeholder mapping in basic sustainability issues

- Stakeholders may include workers, managers, customers, suppliers, communities, regulators and future users.
- A stakeholder map helps learners see who affects the issue and who is affected by it.
- It also reveals where responsibility, information and influence sit.
- This makes action planning more realistic.

Stakeholder lens

Do not analyse the issue as if it existed without people, roles and power.

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Example: an energy-use problem

Weak framing

- "Staff leave equipment on because they do not care."

Focuses on blame.

Misses wider factors.

Likely response: tell people to behave better.

Stronger framing

- The current system does not support efficient energy use."

Considers equipment, settings, schedules, habits and incentives.

Opens more solutions.

Likely response: combine awareness with operational fixes.

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Using evidence to understand inefficiencies

- Evidence can include observations, counts, meter readings, records, routes, timings and comparison data.
- Even simple evidence can improve discussion and reduce guesswork.
- Learners should be encouraged to collect proportionate evidence before recommending change.
- This supports more credible and useful green action.

Evidence habit

In introductory training, “simple evidence” is often enough to improve decision quality.

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Waste, energy, logistics and resource use as systems

- Waste is shaped by design, ordering, storage, habits, packaging and disposal arrangements.
- Energy use is shaped by technology, settings, timing, building conditions and routines.
- Logistics depend on route design, stock decisions, communication and demand patterns.
- Resource use is linked to purchasing, quality control, reuse options and incentives.

Systems examples

The visible problem is rarely the whole problem.

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Common analysis mistakes

Too narrow

- Looks at one cause only
- Misses relationships
- Focuses on symptoms

Too Fast

- Jumps to solutions
- Uses weak evidence
- Ignores trade-offs

Too isolated

- Forgets stakeholders
- Misses context
- Ignores future effects

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Mini case: packaging returns

- A company wants to reduce packaging waste but focuses only on recycling bins.
- Systems thinking suggests looking earlier in the chain: supplier choice, packaging design, ordering quantities and return processes.
- Critical thinking asks whether recycling alone is being treated as a complete solution.
- Problem framing asks what the real challenge is: “too much waste” or “a packaging system designed for disposal”.

Case takeaway

Better framing often points to prevention before disposal.

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Activity idea: map one routine as a system

- Choose a familiar process such as printing, ordering, cleaning, commuting or stock movement.
- List the actors, steps, resources and outputs.
- Mark where waste, inefficiency or unfairness appears.
- Identify one leverage point where a small change may have a larger effect.

Asynchronous task

This activity trains systems thinking without requiring advanced technical knowledge.

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Reflection prompts for Unit 3

- Which sustainability issue in my context is often simplified too quickly?
- What assumption do I most often take for granted in daily work?
- Which stakeholders do I usually overlook?
- Where could simple evidence improve discussion in my context?

Use in asynchronous learning

Reflection supports transfer from conceptual tools to personal practice.

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Example: framing a waste problem more clearly

Too Simple

- "People waste materials because they are careless."

Blames individuals.

Misses process design.

Leads to weak solutions.

Better Framed

- "Material waste is shaped by ordering, storage, training, layout and time pressure."

Looks at the system.

Uses evidence and stakeholders.

Creates stronger improvement options.

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Case Study:
deliveries, delays and damaged goods

- A warehouse has repeated damaged deliveries. The first explanation is that drivers are careless. Learners collect broader evidence and find multiple causes: rushed loading, poor packaging, unclear handover and inaccurate scheduling. The task is to reframe the issue as a system problem.

Case study task

List possible causes.
Separate assumptions from evidence.
Map key stakeholders.
Write one improved problem statement.

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Reflection activity: map one issue as a system

- Choose one sustainability problem from your context.

Write down the people, tools, rules, materials and habits connected to it.

Then ask: Which cause is most visible? Which cause is often ignored? What evidence would help me understand it better?

Learner Output

A simple systems map

or bullet list of:

- actors
- causes
- evidence
- first questions

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Key Points – Topic 3

- Sustainability problems are interconnected and require systems thinking.
- Critical thinking improves judgement by questioning claims, assumptions and weak evidence.
- Problem framing matters because different definitions produce different solutions.
- Workers can apply these competences to everyday issues such as waste, energy, logistics and resource use.

Topic Recap

Unit 3 builds the analytical backbone of the curriculum.

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Futures, adaptability and exploration

Unit 4

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Futures literacy

- Futures literacy is the ability to imagine, interpret and use different futures.
- It helps learners move beyond “more of the same”.
- The goal is not to predict one exact future, but to think better about possibilities, risks and preferred directions.
- This competence is crucial in sustainability transitions where uncertainty is normal.

Future lens

People act differently when they can imagine alternatives clearly.

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Thinking beyond the short term

- Many workplace decisions are made under immediate pressure.
- Sustainability asks learners to consider medium- and long-term consequences as well.
- This can change how teams evaluate “cheap”, “efficient” or “practical” choices.
- A short-term fix may be a long-term cost.

Time horizon

Future thinking improves present decision-making.

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Three ways to think about the future

Probable	Possible	Prefered
• What may happen if trends continue? • Useful for risk awareness	• What different futures could emerge? • Useful for adaptability	• What future do we want to support? • Useful for action and motivation

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Adaptability

- Adaptability is the ability to respond constructively to change, uncertainty and new information.
- It matters because sustainability transitions involve new expectations, technologies and constraints.
- Adaptability combines openness, learning, review and adjustment.
- It helps workers avoid rigid dependence on old routines.

Adaptability

Being adaptable does not mean changing randomly; it means responding thoughtfully to reality.

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What adaptable workers tend to do

Mindset

- Accept that change is part of work
- Stay curious
- Learn from mistakes
- Review assumptions
- Adjust when evidence changes

Practice

- Try small pilots
- Compare options
- Ask for feedback
- Document what works
- Update routines when needed

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Exploratory thinking

- Exploratory thinking means testing ideas, exploring alternatives and learning through structured experimentation.
- It supports innovation without demanding large-scale transformation at once.
- In introductory training, it often means asking: “What small change could we try safely?”
- This helps move from fixed habits to practical improvement.

Exploration

Exploratory thinking turns sustainability into a field for learning and improvement.

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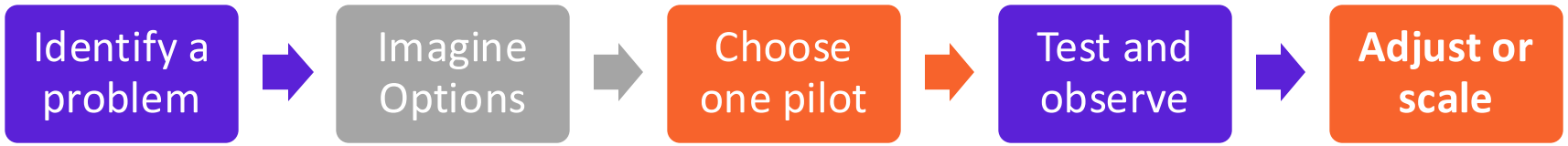
A small-scale exploration cycle



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Introduction to circular economy

- Circular thinking aims to reduce waste and keep materials and value in use for longer.
- It shifts attention from disposal to prevention, reuse, repair and smarter design.
- For workers, circular ideas often start with simple questions about lifecycles and avoidable loss.
- The principle is practical: use resources better and waste less.

Circular lens

Circular economy concepts help learners reframe “end of life” as “design and use challenge”.

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Everyday circular principles

Reduce	Reuse/Repair	Rethink
• Avoid unnecessary use • Order accurately • Prevent defects	• Extend product life • Maintain equipment • Recover value	• Redesign routines • Share resources • Change service model

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Rapport

Looking at a workplace process differently

Current View

- The process is accepted as fixed.
- Waste is treated as normal.
- Problems are solved after they happen.
- Little attention is given to lifecycle or prevention.

Improvement View

- The process is open to redesign.
- Waste is treated as a signal.
- Prevention is considered early.
- Alternatives and trade-offs are explored.

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Balancing trade-offs

- Sustainability decisions often involve trade-offs rather than perfect choices.
- A greener option may require more coordination, training or initial investment.
- The task is to weigh options carefully, make consequences visible and choose responsibly.
- Futures literacy supports this by widening the perspective.

Trade-offs

Good sustainability decisions are often “better choices”, not “perfect choices”.

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Creativity and innovation for sustainability solutions

- Creativity is useful when the current routine no longer serves the desired outcome.
- Innovation does not have to mean advanced technology; it can mean a better method, sequence or habit.
- Exploratory thinking encourages low-risk experimentation and collaborative idea generation.
- This makes sustainability less abstract and more actionable.

Innovation

Encourage practical creativity grounded in real needs and evidence.

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Scenario: changing a material-use routine

- A workshop repeatedly discards partially used materials because storage and tracking are weak.
- Future-oriented thinking asks what this routine will cost over a year, not only today.
- Adaptability suggests testing a new tracking method.
- Exploratory thinking suggests a short pilot before full adoption.

Scenario takeaway

Futures, adaptability and exploration work together in practical improvement.

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Reflection prompts for Unit 4

- Which routine in my context is treated as fixed but could be redesigned?
- Where would a small pilot be safer or more realistic than a major change?
- Which future consequence is often ignored in my workplace?
- How comfortable am I with changing course when new evidence appears?

Use in asynchronous learning

Reflection supports future awareness and readiness for change.

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Rapport

Example: moving from routine thinking to future thinking

Present-only view

- "This method works today, so there is no reason to change it."

Looks only at the immediate present.

Treats the routine as fixed.

Avoids experimentation.

Future-oriented view

- What will this routine cost in one year, and what small pilot could test a better option?"

Brings in futures literacy.

Supports adaptability.

Encourages exploratory learning.

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Case Study:
replacing single-use packaging

- A small producer wants to reduce single-use packaging but fears customer complaints and higher costs. Learners compare short-term and long-term effects, imagine alternative futures, and design a small pilot to test reusable or reduced-packaging options before a full rollout.

Case study task

What is the probable future if nothing changes?
What is a preferable future?
What could be tested on a small scale first?

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Reflection activity: redesign one fixed routine

- Select one routine in your context that people treat as non-negotiable.

Imagine two future scenarios: one where nothing changes and one where the routine improves.

What small experiment could help your team learn safely and cheaply?

Learner Output

Two short future notes plus one pilot idea:

- current path
- improved path
- first test

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Key Points – Topic 4

- Futures literacy helps learners think beyond the immediate present.
- Adaptability supports constructive response to change and uncertainty.
- Exploratory thinking encourages small, evidence-informed experiments.
- Circular economy ideas help workers reduce waste and improve resource use.

Topic Recap

Unit 4 prepares learners to imagine and test better futures.

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Rapport

Green practices in daily operations

Unit 5

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From competence to daily practice

- This unit turns sustainability competences into visible operational behaviour.
- The emphasis is on practical improvements that ordinary workers can understand and influence.
- Not every learner controls strategy, but every learner can notice routines, risks and opportunities.
- That makes daily operations a powerful learning environment.

Operational focus

Small operational improvements can accumulate into meaningful sustainability gains.

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Waste reduction in routine activities

- Waste reduction starts with prevention rather than only disposal.
- Useful questions include: what is overused, overordered, damaged, duplicated or discarded too early?
- Routine activities such as printing, packaging, handling, cleaning and stock movement all create waste patterns.
- Workers can support reduction by observing, measuring and proposing alternatives.

Waste lens

The best waste is the waste that never has to be created.

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Rapport

Where waste often appears

Materials

- Offcuts
- Expired stock
- Poor storage
- Single-use items

Processes

- Rework
- Defects
- Unclear handovers
- Unnecessary steps

Habits

- Printing by default
- Overordering
- Disposable preference
- Weak sorting

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Resource efficiency: materials, energy and water

- Resource efficiency means delivering the needed result with less unnecessary input.
- It applies to materials, electricity, heating, cooling, fuel and water.
- Efficiency is not only a technical issue; behaviour, scheduling and maintenance also matter.
- Workers can contribute by noticing where resources are lost or used without purpose.

Efficiency

Use only what adds value to the task.

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Energy and water efficiency in simple terms

Questions to ask	Possible actions
• What runs when it is not needed? • Where are leaks or standby losses? • What settings are inappropriate? • Which routines create avoidable use? • What could be scheduled better?	• Switch off and shut down • Maintain and repair • Optimise timing • Use monitoring data • Share practical reminders

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Rapport

Sustainable logistics and operational optimisation

- Logistics choices affect fuel use, time, packaging, stock levels and emissions.
- Operational optimisation can reduce unnecessary movement, duplication and urgent deliveries.
- This may involve route planning, better communication, stock accuracy or coordination across teams.
- The sustainability lesson is that movement and timing are also resource questions.

Logistics lens

More efficient flow often improves both sustainability and performance.

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Environmental compliance and employee responsibility

- Compliance sets minimum expectations for safe and lawful behaviour.
- Workers do not need to be legal experts, but they should know the relevant rules and procedures that affect their tasks.
- This includes safe handling, documentation, sorting, reporting and respecting internal processes.
- Responsible practice combines compliance with initiative for improvement.

Compliance

Follow the rule — and also look for ways to improve the routine behind it.

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Preventive action

- Preventive action reduces negative impact before it happens.
- In practice this can mean better storage, clearer instructions, regular maintenance, smarter ordering or earlier review.
- Prevention is often less costly than correction, disposal or repair after the problem appears.
- This is why a green workplace pays attention to early signals.

Prevention

Prevention usually saves resources, time and frustration.

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Rapport

Sustainable procurement in everyday terms

Before buying

- Do we need it?
- Can we reduce quantity?
- Can we share or reuse?

When buying

- Compare durability
- Compare packaging
- Check repairability

After buying

- Use responsibly
- Maintain well
- Track outcomes

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Responsible use of consumables

- Consumables often seem low-cost individually, but high-volume use can create large environmental and financial impacts.
- Examples include paper, gloves, packaging, cleaning products, cartridges and catering materials.
- Responsible use means matching consumption to actual need and avoiding silent overuse.
- Simple tracking can reveal where routines need attention.

Consumables

Small unit cost can hide large total impact.

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Green habits in offices, workshops, labs and services

- Offices may focus on energy, printing, devices, travel and procurement.
- Workshops and labs may focus on materials, maintenance, safety, separation and storage.
- Service environments may focus on sourcing, packaging, cleaning, mobility and customer interaction.
- The habits differ, but the sustainability logic is shared.

Habit change

Translate GreenComp into habits that fit the local work environment.

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Identifying unsustainable practices

Signals of concern	What learners can propose
• High waste volume • Frequent defects or rework • Overuse without clear need • Low awareness of side effects • No review of routine practices	• A small observation exercise • A simple count or measure • A trial alternative • A better instruction or reminder • A revised ordering or handling routine

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Monitoring simple sustainability improvements

- Monitoring does not have to be complicated.
- Learners can track counts, use rates, time saved, defects reduced or changes in waste volume.
- The purpose is to see whether an action made a real difference.
- This creates a basic evidence loop for continuous improvement.

Monitoring

If improvement is not observed, the team can adjust rather than assume success.

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How green skills improve organisational performance

- They reduce avoidable loss and inefficiency.
- They support better risk awareness and compliance.
- They strengthen problem-solving culture and collaboration.
- They improve the organisation's ability to adapt to change and expectations.

Performance lens

Green skills are not separate from performance; they can improve it.

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Scenario: improving a stock and transport routine

- A team makes frequent urgent deliveries because stock data is unreliable.
- This increases fuel use, stress and packaging waste.
- A greener response combines operational accuracy, better communication and review of ordering thresholds.
- The point is not only to “work harder”, but to redesign the routine.

Scenario takeaway

Many sustainability issues are also workflow issues.

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Activity idea: one green improvement plan

- Choose one operational issue in your context.
- Describe the current routine and the hidden cost.
- Propose one realistic improvement.
- Define what you will observe to judge whether it helped.

Asynchronous task

This activity prepares learners for the action-oriented final unit.

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Reflection prompts for Unit 5

- Where do I see waste or inefficiency most clearly?
- Which preventive action would have the highest practical value in my context?
- Which consumable or routine deserves immediate review?
- How could we monitor one improvement simply?

Use in asynchronous learning

Operational reflection helps learners connect sustainability with familiar routines.

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Rapport

Example:
spotting hidden inefficiency in daily operations

Surface view

- "We only use a little more material than planned, so it is not a major issue."

Sees loss as normal.

Ignores repetition.

Misses cost, waste and performance impact.

Operational green view

- "Small repeated losses in materials, energy or transport add up quickly."

Looks at patterns.

Connects sustainability with efficiency.

Supports preventive action.

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Case Study:
over-ordering and expired stock

- A service organisation regularly over-orders consumables to avoid shortages. As a result, items expire, storage space is wasted and urgent reordering still happens because monitoring is poor. Learners analyse the routine and create a greener, more reliable operational approach.

Case study task

Where is waste created?
Which data should be tracked?
What preventive action is realistic?
How would success be monitored?

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Reflection activity:
my one green improvement plan

- Choose one operational issue involving waste, energy, water, logistics or procurement.

Describe the current routine, the hidden cost and one feasible improvement.

Decide what simple indicator could show whether the change is working.

Learner Output

A one-page plan:

- issue
- current routine
- improvement
- Indicator
- next step

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Key Points – Topic 5

- Green competences become meaningful when they improve daily operations.
- Waste reduction, resource efficiency, logistics and procurement are practical entry points.
- Workers can contribute through observation, prevention, small pilots and simple monitoring.
- Operational improvement and sustainability often reinforce each other.

Topic Recap

Unit 5 shows the everyday practice dimension of the curriculum.

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Rapport

Acting for sustainability

Unit 6

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Why action matters

- A sustainability mindset becomes real when it shapes what people do.
- GreenComp therefore includes political agency, collective action and individual initiative.
- Workers need to recognise where they can act directly, where they need others and where they need to raise issues to decision-makers.
- Action can start small but should be intentional.

Action focus

The goal is not passive awareness, but responsible participation.

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Individual initiative

- Individual initiative means acting proactively instead of waiting passively for instructions.
- In sustainability, this may involve noticing a problem, asking a question, suggesting an alternative or starting a small improvement.
- Initiative is not about acting alone; it is about taking the first responsible step.
- This competence is especially valuable in everyday operational contexts.

Initiative

A small, well-judged action can open the door to wider change.

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Collective action

- Many sustainability challenges cannot be addressed effectively by one person alone.
- Collective action involves collaboration, coordination and shared commitment.
- In work settings, this may include team routines, cross-functional improvement, peer support or joint campaigns.
- Collective action often makes change more durable.

Collective action

Sustainability improves when people align around a shared practical goal.

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Political agency in simple terms

- Political agency means understanding how decisions are made and where influence can be directed.
- For many learners, this starts with knowing who is responsible, which channels exist and how to raise issues constructively.
- It does not require formal politics; it can include school, workplace or community participation.
- The key is recognising that systems can be influenced, not only endured.

Agency

Workers benefit from knowing where responsibility sits and how to engage it.

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Three levels of sustainability action

Self	Team / Organisation	Community / Civic
• Model good habits • Improve your own routine • Share ideas	• Coordinate action • Pilot improvements • Influence procedures	• Join initiatives • Raise issues • Support wider transition

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Rapport

From passive awareness to active contribution

Passive pattern

- “This is important, but someone else should deal with it.”
- Notices the issue but waits.
- Feels low agency.
- Produces little change.

Active pattern

- “What is one useful step I can take or propose?”
- Looks for leverage.
- Works with others where needed.
- Builds momentum for change.

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Mobilising others through example and communication

- People often respond to visible examples more than abstract messages.
- Clear communication helps explain why a change matters and how to participate.
- Workers do not need to be formal leaders to influence peers positively.
- Respectful, practical communication is a key enabler of collective action.

Communication

Model the behaviour, explain the purpose and make participation easy.

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Working with stakeholders, peers and communities

- Sustainability action is stronger when it includes the people who implement, support or experience the change.
- This may involve supervisors, colleagues, suppliers, learners, local communities or customers.
- Engagement improves relevance and reduces resistance.
- It also helps learners understand that sustainable change is relational.

Stakeholder engagement

People support what they help shape.

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A simple action-plan structure

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Creating small-scale action plans

- A good introductory action plan is specific, realistic and limited in scope.
- It should identify the issue, the intended change, who is involved and how success will be reviewed.
- Small-scale plans are useful because they make action less intimidating.
- They also fit well with asynchronous learning and workplace practice.

Action plan

Think practical first: clear issue, clear step, clear review.

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Barriers to change

Typical barriers	Ways to respond
• Habit and inertia • Lack of time • Low perceived influence • Fear of inconvenience • Limited coordination	• Start small • Use evidence • Build alliances • Clarify benefits • Review and adapt

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Overcoming resistance constructively

- Resistance is often linked to uncertainty, workload, identity or previous experience.
- Constructive responses include listening, clarifying, demonstrating benefit and piloting change.
- Blame tends to reduce collaboration, while shared problem-solving increases ownership.
- This is why collective action matters.

Change management

Treat resistance as information to work with, not only opposition to defeat.

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Personal commitment and improvement planning

- Learners should end the curriculum with one personal commitment and one context-based improvement idea.
- This keeps the training outcome concrete.
- Personal commitments can concern habits, observation, communication or action planning.
- The goal is to create a bridge from learning to continued practice.

Personal commitment

A realistic commitment is more useful than an ambitious but unimplemented promise.

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Scenario: initiating a greener routine with others

- A worker notices that reusable options exist but are not used because the team lacks a simple procedure.
- The worker raises the issue, gathers a few colleagues, tests a new routine for one week and documents the result.
- This combines initiative, collective action and evidence-based follow-up.
- It also shows political agency if the result is presented to a decision-maker for scaling.

Scenario takeaway

Action usually grows through sequence: notice, propose, test, review, extend.

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Reflection prompts for Unit 6

- Where do I have direct influence already?
- Which action would require cooperation from others?
- What barrier to change do I see most often in my context?
- What one commitment am I willing to make after this course?

Use in asynchronous learning

The final reflection should close the loop from knowledge to action.

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Rapport

Example: moving from noticing to acting with others

Passive response

- "I can see the problem, but it is not my job to say anything."

Stops at awareness.

Leaves responsibility elsewhere.

Produces no change.

Action-oriented response

- "I can raise the issue, suggest one small step and invite others to test it."

Uses initiative.

Builds collective action.

Creates a realistic starting point.

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Case Study:
launching a shared recycling point

- Employees complain that recycling is confusing and inconsistent across departments. One worker wants to improve the situation but has no formal authority. Learners design a small action plan involving peers, facilities staff and managers, then consider how to handle likely resistance.

Case study task

What can one person start alone?
Who must be involved next?
What resistance is likely?
How can the action stay realistic and constructive?

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Reflection activity:
my personal commitment to action

- Think about one sustainability issue you now understand better.

What action can you start yourself?

What action needs cooperation?

Write one personal commitment and one request you would make to others in your context.

Learner Output

Two statements:

- My first action
- The support I need from others

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Key Points – Topic 6

- GreenComp action competences turn sustainability into responsible participation.
- Initiative starts change, collective action sustains it and agency directs it toward decision points.
- Small, realistic action plans are effective learning tools for workers.
- The curriculum should end with commitment, not only comprehension.

Topic Recap

Unit 6 is the action-oriented culmination of the programme.

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Overall Key Points

- GreenComp provides a shared European framework for sustainability competences.
- This curriculum translates it into a modular programme for workers in different countries.
- The six topics move from concepts and values to analysis, futures, operations and action.
- The goal is a learner who can think critically, act responsibly and contribute practically to greener workplaces.

Final Recap

Green skills are most valuable when they are understandable, transferable and actionable.

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