



# ENVIRO VET

P R O M O T I N G S U S T A I N A B I L I T Y I N V E T



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## ENVIRONMENTAL CHARTER



### OVERVIEW

This Environmental Charter sets out the **minimum requirements** that a Vocational Education and Training (VET) organisation needs to meet to be considered environmental-friendly and a true agent of environmental change.

### DEFINITION OF A GREEN VET ORGANISATION

A green VET organisation adopts **green-focused internal processes and procedures** in which environmental-friendly attitudes from all the VET community are recognised, protected, and supported. A VET organisation that adopts a green strategy, pedagogical approach and skills and knowledge in its services and operations is a place where:



All the VET community (i.e., teachers/trainers, learners, staff) **recognises and respects the environmental practices proposed** and learns to work together to adopt the changes at an institutional level.



Hands-on VET is offered to learners to help them fully **understand environmental practices and acquire a new set of skills**; this provides learners with an opportunity to explore new competences and career pathways and adapt to a labour market that is transitioning to a green economy model.



VET teachers/trainers and staff are encouraged to **improve their skills and knowledge on the adoption of sustainable practices**, support the implementation of green institutional changes, and increase the awareness, uptake, and adoption by their learners.



**Diverse representations of a greener approach** at an institutional level are reflected in structural aspects of the VET organisation, including policies, curriculum, facilities, and the involvement of the local community.





Creating a VET organisation that acknowledges and proactively delivers an institutional green culture requires specific structural approaches. Therefore, a green VET organisation should:

## GENERAL POLICIES

- Develop internal procedures that emphasise green practices as a strategy based in the **United Nation's Sustainable Development Goals** that should be protected, supported, and implemented at institutional level.
- Guarantee an effective implementation of green practices through a **concrete action plan** that clearly indicates the measures to take and how to monitor and evaluate them.
- Ensure the creation of a **participatory bottom-up decision-making process** to involve its community, particularly learners, about the green practices that affect them.
- Draft an **eco-code** to be implemented as a code of conduct for the entire community, defining green best practices and rewarding environmental-friendly behaviours and initiatives.
- Have readily available **written information about environmental practices** and sustainable behaviour for awareness raising of their community.
- Make sure its institutional culture is underpinned by **values and ethics consistent with green and sustainable development**.

## INFRASTRUCTURE AND FACILITIES

- Modernise the organisation's water and energy infrastructure to be recognised as an **eco-friendly building** that complies with efficiency standards and environmental legislation and uses the most modern, clean, and safe technologies possible.
- Adjust the organisation's **infrastructure for environmental education**, providing new equipment, promoting thematic exhibitions, and serving as a visitors' centre for the local community and stakeholders to engage and learn more about eco-friendly practices.
- Adapt the food and waste management facilities to encourage behavioural changes in the VET organisation's community and **stimulate circular economy practices**.
- Conduct a **yearly environmental audit** to understand the needs of infrastructure modernisation and facilities management and how to tackle them.

## VOCATIONAL EDUCATION AND TRAINING

- Design **curricula and training provision** that empower learners to acquire new knowledge, skills, attitudes and responsibility towards environmental practices and environmental technological occupations.
- Provide a **pedagogical approach based on learners' career aspirations** related with green jobs and sectors' demands for green skills, ensuring that these elements are considered, adapted, and included in training provision.
- Recognise the importance of collaborating with relevant environmental experts and other VET organisations to **share educational best practices** and inspire and support new sustainable processes.





## TEACHING AND TRAINING METHODOLOGIES

- Make sure that **opportunities for teaching environmental concepts** are present at least in part of the training curricula, and that the use of ICT tools, practical elements and interactive materials is stimulated to facilitate and encourage learners' competences development.
- Include **environmental threats and ecological living as learning topics**, and have part of the curricula as assigned cooperation projects with the local community to develop innovative sustainable solutions and promote behavioural change.
- Cooperate with the businesses and industry to promote relevant **green work-based learning opportunities** to further develop the learners' competences and boost local green economy and change.
- Evaluate learners based on the **green skills developed**, the impact of the activities in the VET organisation and local community and the way each learner integrated them in her/his learning path.



## STAFF CONTINUOUS TRAINING AND PERSONAL DEVELOPMENT

- Provide **regular in-service training** for upskill the teachers/trainers on environmental education and to equip them with the necessary know-how to develop didactic materials and modify existent curricula in the context of the green economy challenges.
- Encourage teachers/trainers to access and engage with a wider **network of experts and professionals** to share know-how on innovative teaching-learning materials for environmental education and cooperate to further develop their teaching and competences on related topics.
- Empower teachers/trainers to acquire the necessary **didactic and ICT competences** to better support their learners' advancement and readiness on environmental issues.

This Charter was inspired by the United Nations' Education for Sustainable Development Roadmap and UNESCO's Greening Technical Vocational Education and Training Practical Guide for Institutions

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