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Newsletter 2



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The GreenComp School project, funded under the ERASMUS+ Forward-looking Projects programme, is based on the study by the European Commission's Joint Research Centre GreenComp. GreenComp outlines a set of sustainability competences to be included in education curricula to help learners develop knowledge, skills and attitudes that promote ways of thinking, planning and acting with empathy, responsibility and care for the planet and public health. on the following EU policies and recommendations

The aim is therefore to develop learners' knowledge, skills and attitudes for sustainability so that they can plan and act with sustainability in mind and live in harmony with the planet. All types of learning - formal, non-formal and informal - are seen as vectors for developing this competence in early childhood, cultivating it as children and adolescents, contextualising it as young adults and continually nurturing it as adults.



ACTIVITIES

- The GreenComp Competence Identification for primary school teachers.
- Creation of a GreenComp School micro-credentialed Blended Learning training programme for primary school teachers and HE students to become teachers in order to promote the sustainability mindset of primary school students.
- Development of participatory activities and tools that will make up flexible inquiry-based training to be incorporated into various disciplines (mathematics, geography, literature, physical education, foreign language, computer science, art).
- Realisation of an online platform with innovative digital material for all target groups.

2nd TPM in Italy

On 21 September the 2nd Partnership meeting took place in Italy. The coordinator, DIMITRA, partners provided an update on the current status of the project, including the deliverables realized so far, many activities have been carried out in all participating countries PDETH updated the partnership on the current status of WP2. They presented the final version of the GreenComp School Framework and the comprehensive report to which all partners had contributed. This report includes the revised GreenComp Framework for the school context, recommendations for its future use in schools, and suggestions for amendments to the framework. UTH, as the leader of WP3, explained the objectives and key performance indicators (KPIs) of WP3. It was noted that this work package officially commenced at the beginning of July.

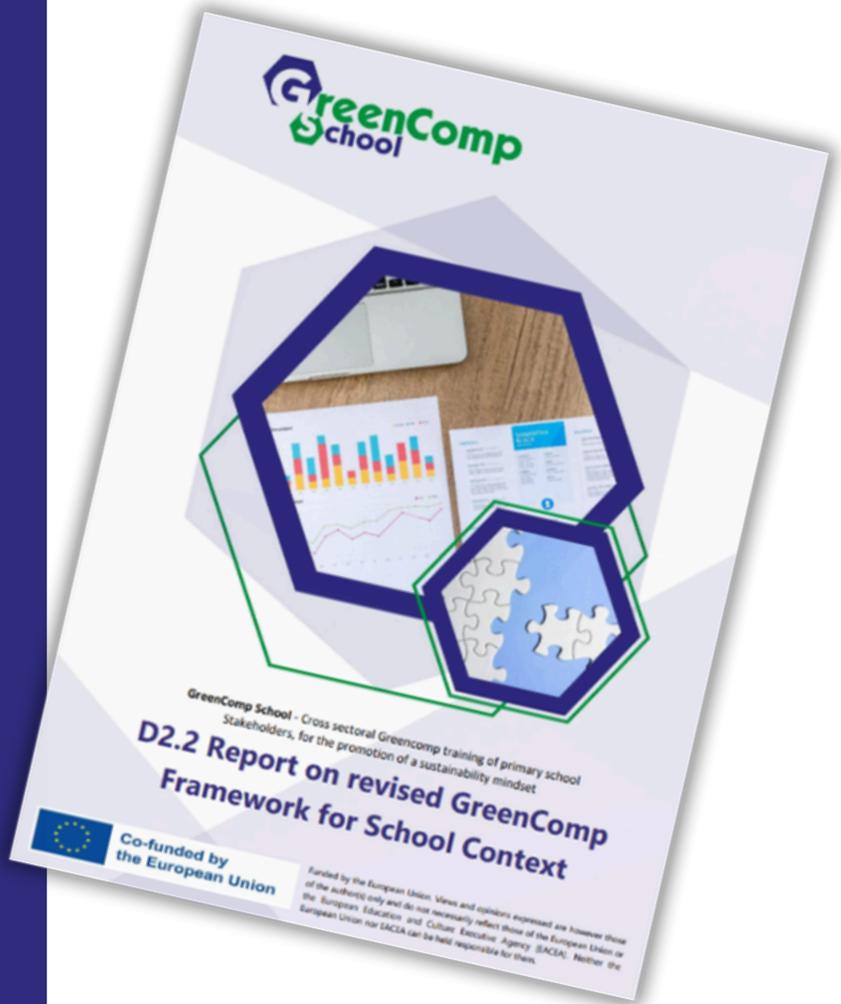


The report on revised GreenComp Framework has been published. The report is organized into five chapters, which describe the following topics: GreenComp objectives including the main results and deliverables. It explains the origins and objectives of the International Report concerning sustainability concepts, experiences, and approaches implemented by key school stakeholders.

The research methodology for the GreenComp School project gathering process, and participant profiles. It explores the results of research conducted by nine consortium member organizations to support sustainability education in Europe and to test and validate the GreenComp framework in real-life settings.

The report offers a new perspective by further developing key issues of the GreenComp model on sustainability in primary education. It identifies core competencies and numerous adaptations developed in four areas.

Policy recommendations are provided, suggesting possible modifications for policymakers and presenting many unique challenges that need to be addressed.



The Consortium:



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