EGREEN+
European Green Mastery

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# Guideline for EGREEN + Training programs
## Open online resources
## Quizzes
## Training tasks

**Target groups:** Teachers, trainers, supervisors, and assessors



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# Contents

# Training programs with online resources in the green sector

## Introduction

This guideline is developed for teachers, trainers, supervisors, and assessors who will provide, facilitate, or assess activities in the two EGREEN+ training programs: Sustainable resource use (EQF 3-4), and Sustainable businesses in the green sector (EQF 5-6)

The EGREEN+ training programs are developed to meet the challenges both employees and employers are dealing with concerning sustainability in the green sector, **represented by** floristry, gardening, and landscaping.

EGREEN+ is designed to integrate with the UN Sustainability goals and the European Green deal. Acting in accordance with these international regulations, as well local and national protocols, businesses will be increasing forced to take sustainability seriously.

Some of these measures include:
- utilising resources responsibly
- disposing of waste in a sustainable manner
- dealing with loss of biodiversity and environmental stewardship
- planning for changing climates.

Solving complex issues of sustainability will no longer comprise only a moral imperative but for businesses it will be necessary to meet these sustainability goals to maintain their positions as competitive businesses.

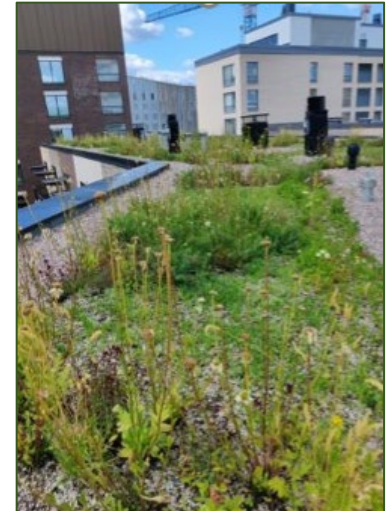# Introduction to Training program 1: Sustainable resource use




Photo: Creative commons

This training program addresses key issues in sustainable resource use within the green sector. Learners will learn to take responsibility for their own sustainable working practices, acknowledging a shared responsibility for our planet's already stretched economic and ecological resources. Topics range from working with location-specific environmental conditions, recycling and reusing resources already in use, and limiting the extraction and production of virgin materials, to tool maintenance and repair, building resilient social and ecological networks, and minimising the use of plastics, which is a particularly prevalent problem within the green sector.

The main target group for this program is employees wanting to expand their competence in the field of sustainability on EQF level 3 and 4.

**The program is module-based, and consists of four modules:**

- Climate awareness
- Biodiversity
- Recycling and composting
- The problem of polymers (plastic)

The modules in the training program are intertwined, but with a possibility to take the modules separately based on learners' prerequisites or prior learning.

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## Introduction to Training program 2 - Sustainable businesses in the green sector





Green wall
by Torbjørn Akesson

This training program deals with running a sustainable green business and supporting the development of employees' competencies concerning sustainability in the green sector. This includes strategic and innovative thinking and acting, as well as knowledge about laws and regulations and the use of technology to minimize ecological footprints. The program examines business ethics, the conscious choice of materials and providers to reduce, re-use and recycle materials, and securing the use of sustainable tools and transport. Other subjects include making sustainable accreditation visible through labelling and tracking of products, as well as informing and guiding customers to make responsible choices.

The main target groups for this program are managers and supervisors wanting to expand their competence in the field of sustainability on EQF level 5 and 6.

### The program is module-based, and consists of four modules:
- Being an informed worker/producer
- Circular economy
- Green supply chain management
- Innovative business practices

The modules in the training program are intertwined, but include the possibility to take each module separately based on learners' prerequisite knowledge or prior learning.

# Pedagogic perspectives

The training programs are designed to meet challenges experienced in the performance of daily work, or when acting as a responsible citizen. The principles behind the design are in line with adult education principles:

- *Experience based:* either building on learners' former experiences or initiating new experiences
- *Relevant and meaningful*: supporting learners' understanding of why and how competence development within sustainability is important
- *Action-oriented*: promoting new actions, new ways of performing tasks and taking societal responsibility
- *Collaborative:* working with sustainability requires cross-sectoral actions and an interdisciplinary approach

The training programs are based on the *learning outcomes dealing with sustainability* developed for EGREEN+, and with secondary objective to meet learning outcomes concerning *key competences and basic skills*, and *new digital technology.* Even though the main priority in the training programs is sustainability, the performance of all training tasks in both programs presupposes the use of key competences and basic skills as well as new technology. New technology is continuously developing and requires increasing attention as well as implementation in business activities. AR/VR may be used in the training programs or as documentation.

Pedagogical considerations also include the definition of *core concepts* and *core work tasks* for each of the modules in both training programs. The core concepts serve as a knowledge base for taking the quizzes and performing the training tasks. The core work tasks ensure the relevance and action-oriented part of the programs and served as a basis for developing the training tasks.

A central aspect of each training program are the *open training tasks*. The training tasks are designed to meet:
1) The learners' former experiences and competencies
2) The different contexts /companies/ trades/organisations where they act
3) The personal goals for attending the programs
4) The different roles and responsibilities
5) Available resources, networks, and support

To meet the different prerequisites and aims, all training tasks are designed for the learner to define the context, the resources, the relevance, their own contribution, their network of colleagues, customers, suppliers etc. Open training tasks include open choices for documentation of performed work. With open training tasks, there is not one right answer to the task and therefore assessment needs to be discretionary (see more on assessment further down).

## Material and required technical capacity of VET providers and workplaces

For solving the training tasks in all modules, different materials and technology may be utilised. Smartphones can be used for all audio-visual documentation. All training tasks can be solved by using available equipment in schools and workplaces. Nevertheless, we

recommend users seek to collaborate with people and companies with updated sustainable practices and new technological solutions.

### Required qualifications to supervisors and teaching staff

Supervisors, trainers, or teachers are not required for solving the training tasks. However, we recommend that employers act as trainers and supervisors and support their employees' upskilling in sustainability. VET providers may use the EGREEN+ training programs to supplement their education and training provisions. Afterwards, learners may serve as supervisors or trainers in sustainability upskilling.

To secure sustainability qualifications, we recommend that teachers and trainers go through the open online resources, take the quizzes and update their knowledge on national laws and regulations concerning sustainability.

### The use of Extended Reality in the training programs

Part of the learning perspectives (facilitating and supporting learning) as well as solving and documenting training tasks may include the use of:

**Augmented Reality (AR):** Refers to computer-generated simulations that integrate the real world. The applications let you move around in the real world.
**Virtual Reality (VR):** Refers to computer- generated simulations that are entirely self-contained.

Whereas virtual reality replaces what people see and experience, augmented reality adds to it.

The learners and trainers are challenged to find and test available AR/VR resources in their surroundings. These might be in a school, another company, branch organisation or other country. Increasing numbers of companies are using this technology.

AR-Argumentet Reality



VR - Virtual Reality

*AR and VR may be used to support and communicate with customers, to- :*
- Create innovative ideas (decorations in gardens, green areas, big flower events etc.) without a costly implementation
- Plan and design gardens, sports arenas, complicated landscape changes/projects
- Design and test different flower arrangements for different events, bridal bouquets, where to place decorations in a room
- Provide information on plant care, growing time (prevent mistakes on too narrow planting of small plants)
- Generate marketing situations, showing what actions and outcomes

*AR and VR may also be used to practice, learn and train:*
- different skills, plants
- 3D imagination of garden planning
- difficult, large scale, and/or expensive situations
- ideation optional solutions for problem solving

## Training Program design

Each of the training programs is designed as an online course with open resources, with four modules in each program (see above).

**Content in each of the two training programs:**

- *Introductions to:*
    - o The Idea of EGREEN+
    - o Sustainability in the Green Sector
    - o How to use the EGREEN+ resources
    - o Documentation and certification

- *Each of the modules has:*
  - An introduction to the core concepts with explanations, photos, and videos
  - Examples of core work tasks in the Green Sector with explanations, photos, and videos
  - A quiz
  - An open training task

The online resources serve as a knowledge base for implementing sustainability thinking and action in the company, and for solving the open training tasks. It may also help learners to find their own level for undertaking the training tasks.

# The role of supervisors, trainers, and teachers

Supervisors, trainers or teachers are not required but their presence is recommended in the training programs. Working together on upskilling and discussing core topics for development of sustainable green businesses will promote sustainability.

Employers and colleagues may act as supervisors and trainers either in-house or in support of other companies. Some countries may even have branch specific training offices offering support to companies and individuals. The role of supervisors and trainers as to motivate, inspire, facilitate development processes, answer questions, discuss and give feedback to learners while they work with the online resources and/or training tasks.

The role of VET-teachers is different, as they work in educational institutions and follow national curricula. The EGREEN+ resources and training tasks may be used as teaching aid incorporated in the curriculum or as a supplement. VET teachers may also use the resources as a basis for further education and training offers for upskilling on sustainability in the green sector. Please feel free to use and rearrange whatever you like from the EGREEN+ resources, we ask that you simply mention the origin and the link to the Erasmus Programme of the European Union.

If you act as a supervisor or trainer, you should recommend that learners start with the online resources in Training program 1 before completing the quizzes. Based on whether they are able to pass the quizzes, learners may discuss with you if their competences are good enough or if they should proceed to the training tasks for a deeper learning.

If you act as a supervisor or trainer for people running a business or having a leading role in the business, you should recommend that these learners start with the online resources in training program 2. Based on whether they are able to pass these quizzes, learners may discuss with you if their competences are good enough or if they should proceed to the training tasks for deeper learning and for further development of a sustainable green business.

It is also possible to tailor the program based on recognition of prior learning (RPL). Your role as a supervisor, trainer or teacher may be to discuss with experienced employees or employers if recognition of prior learning (RPL) could be an option and help them tailor-make a training program. A full recognition of EGREEN+ competences within sustainability based on former unformal and in-formal learning is another option. See procedures for RPL in another guideline.

# Assessments in the training programs

There are three different assessment procedures in EGREEN+'s training programs:

1) Quizzes are automatically assessed online, and feedback of results given to learners
2) Training tasks will be assessed module by module by 1-2 assessors representing the appropriate green sector. Assessment is based on learners' documentations in any media format and language. At least one assessor should represent the learners' country and trade. Each country has local regulations and national goals, and assessors need this insight as well as language knowledge.
3) A commission of 2-3 international assessors will complete the assessment for a "*European Green Mastery Certificate*" on EQF level 6, based on a holistic portfolio task

|  | Assessment: passed/ not passed | Assessment commissions | Diploma or certificate |
|---|---|---|---|
| **Quiz** | All four quizzes in a training program passed | Online assessment | Open online course diplomas |
| **Training tasks** | Assessed module by module on different EQF levels | 1-2 national assessors | Module diplomas |
| **Training program 1** | When passed all modules on EQF levels 3 or 4 | automatically | Sustainable resource use Certificate |
| **Training program 2** | When passed all modules on EQF levels 5 or 6 | automatically | Sustainable businesses in the Green sector Certificate |
| **Green mastery portfolio task** | When passed on EQF level 6 | 2 – 3 international assessors | European Green mastery Certificate |

Additionally, an assessment option may be recognition of prior learning (RPL). Assessors may be the same as for the training tasks, but the procedures and assessment basis will be different. RPL for a Green mastery Certificate will be performed by the aforementioned commission.

# How to assess the training tasks?

Assessment of training tasks requires assessors with knowledge about the principles behind them.

1) All training tasks are built upon identical templates and give information about which training program and module the task belongs to. Assessors should read the module description and be aware of the level of competence learners should demonstrate. The levels are defined according to EQF and learning outcomes for actual levels described at the end of the training task.

| Training program XX | | | | |
|---|---|---|---|---|
| **Module XX** | | | | |
| **EQF level:** | | | | |
| **Green sector** | **X** | **Florist** | **Gardener** | **Landscaper** |
| **Before doing the task** | | | | |
| **Description** | | | | |
| **Task** | | | | |
| **Assessment** | Passed/not passed | | | |
| **Assessment basis** | | | | |
| **Assessment criteria's:** | | | | |
| **Learning outcomes** | EQF level | EQF level | | |
| **Knowledge** | | | | |
| **Skills** | | | | |
| **Responsibility and autonomy** | | | | |

*See the attached example from training program one*

2) The open training tasks require that learners are working in a company or have access to a company as a trainee or apprentice. As an assessor you must be aware of the different contexts as frames for solving the tasks.

3) All tasks are relevant for the green sector, but learners may decide if they want to solve the task cross-disciplinary (for the green sector in general), or as a gardener, landscaper, or florist. As an assessor you need to be aware of the learner's focus.

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4) As part of the task, learners may choose any form of media documentation to present their results and suggestions for improvement. Assessors cannot expect a specific format and sometimes must familiarize themselves with new formats (for example AR/VR).

5) All training tasks should be marked as passed /not passed based on specific assessment criteria described in each task (see example point 9).

6) Assessment criteria give learners and assessors a description of the *minimum* needed to pass the task. There are different criteria for the two levels of performance, and assessors should indicate the level passed.

7) As there is not only one right answer to the task and as learners will refer to different contexts, the distinctiveness of their particular professions as well as country specific or local regulations, assessments need to be discretionary and holistic.

8) All training tasks include learning outcome descriptions for knowledge, skills, and responsibility and autonomy, after completion of the module including *online resources, quizzes and training tasks*. When assessing training tasks, assessors must be aware that training task solutions and documentations no not necessarily need to cover all learning outcomes, as knowledge outcomes are already documented in the quiz.

9) Assessors may use assessment forms like the example below

| Level 3 | Comments |
|---|---|
| Demonstrates biodiversity practices in own work tasks through the choice of plant material | |
| Demonstrates practices to strengthen biodiversity within company policy limits | |
| Describes the current biodiversity practices in the company | |
| Presents ways to improve biodiversity practices at the workplace and throughout the supply chain. | |
| **Holistic assessment:** | **Passed / not passed** |
| | All criteria must be achieved to pass on level 3 |

| Level 4 | Comments: |
|---|---|
| Demonstrates biodiversity practices in own company with the involvement of others, through the choice of plants and use of ground material, or supply chains. | |
| Presents suggestions to strengthen biodiversity through the choice of plants and use of ground material, or supply chains. | |
| **Holistic assessment:** | **Passed / not passed** |
| | All criteria must be achieved to pass on level 4 |

## Assessing a 'Green mastery' portfolio task

To receive a Green Mastery Certificate, learners need to deliver a portfolio to an international and interdisciplinary commission of 2- 3 assessors.

The portfolio is a focussed collection of performed work either from training programs in EGREEN+ or other practices, which can document and demonstrate your competence in *innovative sustainable practices*. Using the learning outcomes stated below for reflection, the portfolio must provide evidence that you are able to reflect on how your curated work documents your intended purpose.

**Learning outcomes EQF level 6:**
*Knowledge:* Has advanced knowledge of sustainability in the green sector (floristry, gardening, and/or landscaping), involving a critical understanding of theories and principles.

*Skills:* Exhibits advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems regarding sustainability in the green sector (floristry, gardening, and /or landscaping).

*Responsibility and Autonomy:* Manages complex technical or professional activities or projects regarding sustainability in green sector (floristry, gardening and/ or landscaping), taking responsibility for decision-making in unpredictable contexts, and for managing professional development of individuals.

### Portfolio documentation
Portfolios can include any documents, pictures, charts, videos, transcripts, interviews etc. The portfolio must include a statement of intent, describing how the content in the portfolio demonstrates holistic sustainable competence according to the learning outcomes in the task.

The commission will perform a holistic assessment, requiring learners to demonstrate a broad spectrum of knowledge and skills in sustainability, as well as good examples of innovative business practices based on societal responsibility for sustainability. The learner will submit

their portfolio for this overall assessment. All the criteria mentioned below must be achieved to pass.

*Assessment criteria for the portfolio task:*

- Demonstrates innovative thinking in sustainable practices and solutions
- Demonstrates professional activities in solving complex sustainability challenges for business and society
- Demonstrates activities and responsibility for the development of employees' sustainability competences
- Reflects critically on own practices and solutions regarding sustainability

## Diplomas and certifications

There are five different diplomas and certifications available in EGREEN+

1. Open online **Course diplomas** automatically received after passing 100% of four quizzes in Training program 1, and/or four quizzes in Training program 2.

2. **Module diplomas**: One for each of the four modules in Training program 1 on EQF 3 or 4. One for each of the four modules in Training program 2 on EQF level 5 or 6. Module diplomas will automatically be available for learners, when assessors' register the assessment result as passed in the Skillsbank system

3. **Certificate for Sustainable resource use in the Green Sector**. The certificate will automatically be available for learners, when all four modules are registered as passed in the Skillsbank system on EQF level 3 or 4.

4. **Certificate for Sustainable businesses in the Green Sector** The certificate will automatically be available for learners, when all four modules are registered as passed in the Skillsbank system on EQF level 5 or 6.

5. **European Green Mastery Certificate:** Innovative sustainable practices in the Green Sector EQF level 6. The certificate will automatically be available for learners, when assessors' register the assessment result as passed in the Skillsbank system.

The Skillsbank group will be responsible for the distribution of diplomas and certificates and will provide information on how to report and register assessments as soon as procedures are developed.

## Attachments

### 1) Example: Task from training program 1 - Biodiversity

**Training program 1:**
**Sustainable resource use**

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Photo: Roger Brendhagen

## Module: Biodiversity

| EQF level: | 3 and 4 | | | | | | |
|---|---|---|---|---|---|---|---|
| **Green sector** | **X** | **Gardener** | | **Landscaping** | | **Florist** | |
| **Before doing the task** | Go through the online resources about biodiversity and answer the quiz as a knowledge base for the task. | | | | | | |
| **Description** | **Biodiversity** is crucial for the survival of the planet, and ecological systems cannot be seen in isolation. Animals, plants, and natural processes all influence each other, so protecting and increasing levels of biodiversity in the constructed environment is an important way for you to play a part in strengthening resilience. Your decisions matter, both how you conduct your work and what materials you purchase. | | | | | | |
| **Task** | **Level 3 and 4**<br>Find out the main ways your company influences biodiversity through work tasks and projects, either for better or worse.<br><br>Does your company have a biodiversity strategy? How does it reflect what you found out in the first part of the task?<br><br>Present your findings of the current situation and suggestions for strengthening biodiversity practices in your workflow. Consider the tasks that you can undertake alone, with a team, or by leading a team.<br>**Approx. time: 20 hours** | | | | | | |

| | |
|---|---|
| | *The hours for each task are a suggestion and indicates the number of hours the students will need to complete the tasks.* |
| **Assessment** | **Passed/not passed** |
| **Assessment basis** | **Level 3 and 4**<br>Presentation of findings and suggestions to strengthen biodiversity (any form of media documentation) |
| **Assessment criteria's:** | **Level 3**<br>Demonstrates biodiversity practices in own work tasks through the choice of plant material.<br><br>Demonstrates practices to strengthen biodiversity within company policy limits<br><br>Describes the current biodiversity practices in the company<br><br>Presents ways to improve biodiversity practices at the workplace and throughout the supply chain.<br><br>**Level 4**<br>Demonstrates biodiversity practices in own company with the involvement of others, through the choice of plants and use of ground material, or supply chains.<br><br>Presents suggestions to strengthen biodiversity through the choice of plants and use of ground material, or supply chains. |

| **Learning outcomes** | **EQF level 3** | **EQF level 4** |
|---|---|---|
| **Knowledge**<br>(Covered in the online resources and the Quiz) | Has a basic understanding of important processes in ecology, including pollination and creating a friendly environment for insects, birds, and other living organisms.<br><br>Knows of the common best practice principles including technical solutions within biodiversity. | Has a broad knowledge and understanding of ecology, including pollination, and creating a friendly environment for insects, birds, and other living organisms.<br><br>Has a broad knowledge of best practice principles within biodiversity. |
| **Skills** | Considers biodiversity when choosing plant material in own practice. | Makes plans for a project to strengthen biodiversity through planting and use of ground material, or supply chains |
| **Responsibility and autonomy** | Uses own practice to strengthen biodiversity within company policy limits. | Contributes to a high usage of plants that are beneficial to biodiversity. |

| | | Takes responsibility and lead others in choosing and using pesticide-free and non-listed materials in various working processes in floristry. |
| --- | --- | --- |
| | | |