GREEN SKILLS

You need now

The Mobility of Youth Workers

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INTRODUCTION

What is the use of a house if you haven't got a tolerable planet to put it on?
-Henry David Thoreau

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"...climate change... environmental pollution..." feels like annoying sound which stuck in our heads and we hear it all over again.

But what does this mean for us? Do we really understand what is happening? Do we all try hard enough to do something?

We think, it's enough of listening about the end of the world, it's time to act now!!

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WHAT THE SUSTAINABILITY IS?

Sustainability consists of fulfilling the needs of current generations without compromising the needs of future generations, while ensuring a balance between economic growth, environmental care, and social well-being.

WHY DO I NEED IT?

There are a lot of long-term and short-term benefits in sustainability, but most important that environmental sustainability is important to preserve resources like clean air, water and wildlife for us and future generations. As the world population is increasing every year there is no way, that we can maintain our Earth's ecosystem and continue functioning the same, simply, we will run out of the fossils fuel, make huge number of animals and plants extinct, what will bring our atmosphere not livable.

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WHAT DOES IT MEAN "GREEN SKILLS"?

Green skills are the knowledge, abilities, values, and attitudes needed to live in, develop and support a sustainable and resource-efficient society. The need to transition towards more environmentally sustainable modes of production and consumption has become imperative, for developed as well as for developing countries.*

*Source: https://www.unido.org/stories/what-are-green-skills

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CAN I ALSO GAIN THESE SKILLS?

Yes. Green skills cover a very large spectrum of little steps in everyone's personal or organizational life. Sometimes people are afraid to take the initiative, because are afraid of too big changes, incompetence, or inability to accomplish the full sustainability result. But in fact, every person counts, and all you need is to get to know the Green skills and create your own personal strategy, from the smallest step to the final result.

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LET'S KEEP IN MIND:

1. Every person and step towards sustainability counts!
2. Moving forward slow is still moving forward!
3. If you want, you can!
4. Sustainability saves your money!

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GREEN SKILLS STEPS

Let’s take the first step! LEARN

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GREEN SKILLS, SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTISES IN ORGANISATION'S DAILY ACTIVITIES STEPS:

In the office:

- Smart shopping (think before you buy)
- Buy only reusable and long-lasting things
- Always recycle
- Avoid any printed material in the daily work
- In daily life use ecological and sustainable products (coffee, tea, pencils etc.)
- Do not use plastic bottle water, bring your own flask and refill it
- Use only reusable cups
- Use resources as electricity, water responsibly (un-plug items you don't use, decrease amount of water while doing dishes etc.)

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GREEN SKILLS, SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTISES IN ORGANISATION'S DAILY ACTIVITIES STEPS:

Waste management on the event:

- Avoid any printing material
- Use online certificates / questionnaires / participants blanks
- Less paper and more technologies presentations in your event
- If you need posters, always choose reusable structures
- Make recycle comfortable for your guests (no one can avoid the bin on their way)
- After event, clean the place you have used

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GREEN SKILLS, SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTISES IN ORGANISATION'S DAILY ACTIVITIES STEPS:

Teaching other:

- Always present the sustainable topic even the main topic is not about it
- Look for the attractive ways to introduce others with sustainable topic
- Always share interesting ideas of sustainability in your daily communication
- Always give a priority for digital communication instead of printed
- Communicate constantly: before, during, after the events

- Build on your sustainability credentials
- Build the partnerships with sustainable and unique partners and projects

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GREEN SKILLS, SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTISES IN ORGANISATION'S DAILY ACTIVITIES STEPS:

Transport:

- Motivate your guests and participants to use public transport
- Plan your events in places within easy reach by public transport
- Make virtual online meetings
- Build a partnership with transportation companies supporting the principles of sustainability

Accommodation:

- Promote places who support sustainable principles
- Build partnerships with sustainable places
- Use only accommodations approved by EU green label
- Organize transportation to the accommodation so reducing travelling individuals

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GREEN SKILLS, SUSTAINABLE AND ENVIRONMENT FRIENDLY PRACTISES IN ORGANISATION'S DAILY ACTIVITIES STEPS:

Catering for event:

- For buying food use only local markets
- For the meal menu choose local and seasonal products
- Always present some delicious vegetarian, vegan opportunities
- Use only reusable dishes
- Avoid plastic bottles and cups
- Plan your food, so you don't need to throw out anything
- Donate left food
- Make recycle comfortable for your guests (no one can avoid the bin on their way)
- After event clean the place, you have used*

*Source: https://erasmus-plius.lt/wp-content/uploads/2021/06/Tvarumo-atmintine.pdf

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GREEN TRAVEL STEPS

Let’s take the first step! LEARN

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GREEN TRAVEL – WHAT DOES IT MEAN?

It is considered by the European Union, Erasmus + programme to be a sustainable means of travel. Green travel, also called sustainable travel or ecotourism, focuses on traveling that minimize the impact on the atmosphere, local environment and culture.

IS IT POSSIBLE? YES! JUST LET'S TAKE FEW STEPS:

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HOW TO TRAVEL BY GREEN TRAVEL PRINCIPLES:

- Calculate your jorney's Carbon print.
- Take direct flights, because they are less polluting. When feasible, fly places close to your destination and switch to alternative transport modes for the final stage of your journey.
- Take a train or a bus to reach your destination, as low-carbon alternatives to short-haul flights. By doing so, foresees an extra 50 euros and up to 4 days of additional individual support for your journey.

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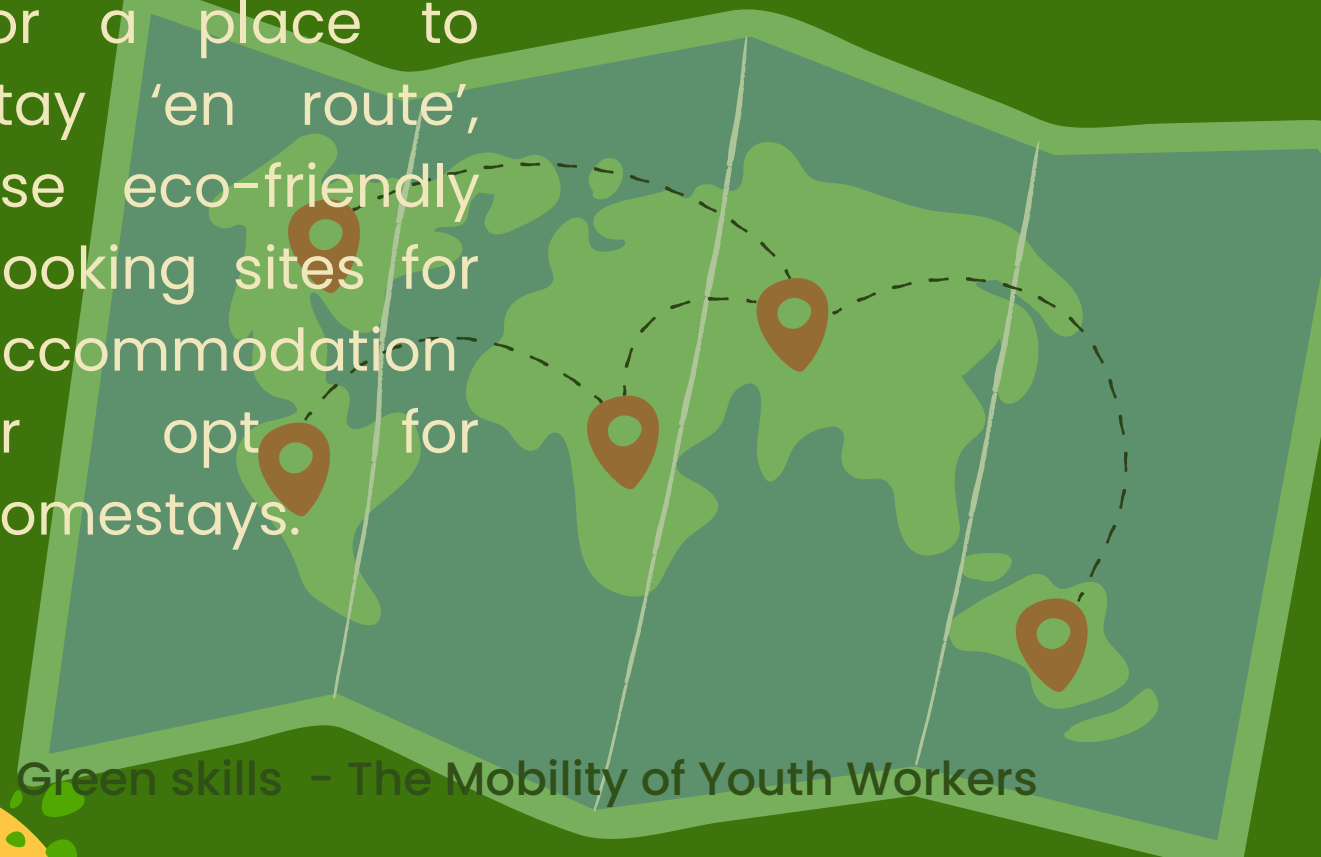
HOW TO TRAVEL BY GREEN TRAVEL PRINCIPLES:

- Travel by train and / or bus requires a mental as it can take one or few more days to reach your destination.
- If you are looking for a place to stay ‘en route’, use eco-friendly booking sites for accommodation or opt for homestays.
- Find out about students' public transport cards or bike rental systems to move green once you reach your destination.



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WHAT ELSE YOU CAN DO TO MAKE IT GREEN TRAVEL?

- Make sure you have a reusable kit: a water bottle and a cup for hot drinks, a reusable shopping bag, reusable cutlery, toiletries in refillable bottles and/or soap bar.
- Remove all the electrical devices from the network when leaving home.
- Take less baggage – travel light.
- Do not print your boarding pass, invoices, other.
- Clean the local beach or park, participate in local initiative.
- Choose sustainable accommodation (hostel or marked green label).
- Always for eating, shopping or using other services use local small business.

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ACTIVITIES TO INVOLVE YOUNGSTERS

Youngsters are our future – let's teach them! We suggest a few activities which could introduce the topic of sustainability to young people in a non-formal setting.

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NEEDS AND WANTS

This activity looks at the difference between needs and wants, how we define each, and why these matters for the planet's sustainability.

Time - 45 minutes.

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NEEDS AND WANTS

Objectives:

- to understand the difference between needs and wants;
- to appreciate the relationship between consumption and sustainability;
- to be able to identify ways to reduce our environmental impact.

Preparation:

- Make copies of the cards and cut out the cards. You will need 1 set per pair or small group. Put each set into an envelope.

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NEEDS AND WANTS

Instructions:

- Ask participants to pair up or work in small groups. Hand out a set of “needs and wants” cards to each group.
- Tell groups to open their envelopes, and take 5 minutes to divide the set of cards into two piles:
  – things you need to live a healthy life (needs);
  – things you do not necessarily need, but that might be nice to have (wants).
- After about 15 minutes, ask participants to comment on their choices. You could draw up a general list on a flip chart to reflect the choices of the group. Use the left- and right-hand column to put needs or wants where there is no disagreement.

Agreed needs	Possible needs/possible wants	Agreed wants

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NEEDS AND WANTS

- Briefly discuss the following questions:
  – which cards were difficult to classify as either needs or wants? Why?
  – was there any disagreement in your group over how to classify cards?
  – which cards were definitely needs, and which were definitely wants?
- After a short discussion, ask participants to go back into their groups and shuffle the cards again. This time they should divide them into piles:
  – things that end up being thrown away or wasted (at least in part);
  – things that are not thrown away or wasted.
- Give them about 5 minutes to complete the task then debrief the whole activity.

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NEEDS AND WANTS

Debriefing:

Use a few of the questions from either section to debrief the activity.

- What is the difference between a “need” and a “want”?
- How did you differentiate between your wants and needs? Was it easy?
- Why do you think there was disagreement about how to classify the cards as needs or wants?
- How do you feel when your needs are not fulfilled? How do you feel when your wants are not fulfilled? What is the difference?
- Do you think your needs would have been different if you had lived 200 years ago?
- Are there people in the world who don’t have their basic needs met? What about people in your community?

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NEEDS AND WANTS

Debriefing:

Use a few of the questions from either section to debrief the activity.

- Is there anything in the “want” column which is actually necessary for human existence – even if you didn’t think it was a need for you? Use this question as an opportunity to speak about the role that trees, flowers, insects, etc. play in sustaining life on earth.
- How easy did you find this part? What was difficult?
- Do you think we “throw away” some of the things nature provides – e.g. sunlight, water, trees? How could we make better use of these things (and why does it matter)? Do you ever recycle your own possessions? Do you ever use recycled possessions from other people?
- The earth is huge: does it really matter if we throw things away or do not recycle properly?

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GREENWASHING GAME

Participants analyse advertisements to identify the false messaging at the heart of green washing. They use creative skills to develop their own awareness - raising advertisements against environmental threats.

Time - 90-120 minutes.

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GREENWASHING GAME

Objectives:

- to identify environmental threats caused by different industries;
- to understand the role of public relations (PR) and how it can be used to "greenwash" environmental threats;
- to develop critical thinking skills.

Materials:

- Some examples of greenwashing from www.greenwashingindex.com – or elsewhere. You can also use advertisements from newspapers or magazines: look for ones which boast about the good done to the environment;
- copies of the list of questions;
- paper and pens.

Preparation:

- Either print out a few examples from the website above, or arrange to project them onto a screen.

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GREENWASHING GAME

Instructions:

- Ask participants to brainstorm the most serious threats to the environment. Make a list of their suggestions down one side of a flip chart.
- Now ask them to think of products or companies which contribute to these threats. Write these down the other side of the paper, and try to link the threat to the company.
- You will probably find that many of the companies link to more than one of the threats.
- After about 10 minutes, or when you have filled a flip chart, ask participants how they know about the damage these companies do to the environment. Do they tell us?

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GREENWASHING GAME

Instructions:

- Divide participants into groups of 4-5 people and give each group 2 examples of greenwashing advertisements and copies of the questions. Ask them to analyse the advertisements using the guiding questions. Give them about 10 minutes for this task.
- When groups have finished answering the questions, ask for a quick show of hands to question 4 about whether the message in the advertisement was “true” about the product. Briefly ask groups about their answers to some of the other questions.
- Explain the idea of greenwashing (see the definitions in the background information). You could also explain the idea of subvertising.

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GREENWASHING GAME

Instructions:

- Hand out pieces of flip chart paper to the groups. Tell them to choose one of your products and create your own advertisement to "correct" the message put out by the producer. You want consumers to know what they are really buying with this product! Your advertisement could be a poster or short video for TV or radio (not more than 1 minute). Give them 20-30 minutes for this work.
- Bring the group back together, and ask each small group to present its new advertisement.

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GREENWASHING GAME

Debriefing:

- Begin with brief feedback on the advertisements.
- What did you like about the advertisements created by one of the other groups?
- Do you think their message was more accurate than the company's own?
- Why is greenwashing a problem?
- Had you ever noticed examples of greenwashing before? Can you give any examples?
- What can be done about greenwashing? Who needs to do something about it? What could you do?

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IF YOU WOULD LIKE TO TRY OTHER INTERESTING ACTIVITIES, PLEASE LOOK IT HERE:

https://tinyurl.com/bd3ut8ba

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ERASMUS+ PROGRAMME'S SUSTAINABILITY PRIORITY

Green skills - The Mobility of Youth Workers

Source: Erasmus+ Programme Guide 2023

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KEY POINTS OF ERASMUS+ PROGRAMME'S SUSTAINABILITY PRIORITY WE NEED TO KEEP IN MIND:

- Environment and climate action are key priorities for the EU now and in the future.
- European new growth strategy and recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050.
- We need to provide learners of all ages with opportunities to find out about the climate crisis and sustainability in both formal education and non-formal education.

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KEY POINTS OF ERASMUS+ PROGRAMME'S SUSTAINABILITY PRIORITY WE NEED TO KEEP IN MIND:

- Erasmus+ programme should be a key instrument for building knowledge, skills, and attitudes on climate change and support sustainable development both within the European Union and beyond.
- The programme should increase the number of mobility opportunities in green forward-looking domains which foster the development of competences, enhance career prospects and engage participants in areas which are strategic for sustainable growth, with special attention to rural development (sustainable farming, management of natural resources, soil protection, bio-agriculture).

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KEY POINTS OF ERASMUS+ PROGRAMME'S SUSTAINABILITY PRIORITY WE NEED TO KEEP IN MIND:

- Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behavior.
- We need to make learning for the green transition a priority in education and training policies and programmes.

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IF YOU STILL CONSIDERING WHY YOU NEED GREEN SKILLS, SOME FACTS WHICH CAN EXPLODE YOUR MIND:

The concentration of carbon dioxide (CO_2) in our atmosphere, as of July 2021, is the highest it has been in human history.

Analysis by NOAA shows that average global temperatures in 2020 were 1.76 degrees F (0.98 degrees C) warmer than the 20th century average — making it the second-hottest year on record. In fact, the seven warmest years in the 1880-2020 record have all occurred since 2014.

Conserving ecosystems is often more cost-effective than human-made interventions. In the Maldives, preserving the natural coral reef is four times cheaper than building a sea wall for coastal protection, even after 10 years of maintenance costs.

Natural climate solutions such as restoring degraded forests could create as many as 39 jobs per million dollars spent — that's a job-creation rate more than six times higher than the oil and gas industry.

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IF YOU STILL CONSIDERING WHY, YOU NEED GREEN SKILLS, SOME FACTS WHICH CAN EXPLODE YOUR MIND:

Natural climate solutions such as restoring degraded forests could create as many as 39 jobs per million dollars spent — that's a job-creation rate more than six times higher than the oil and gas industry.

Just 0.7% of the world's forests are coastal mangroves 12, yet they store up to 10 times as much carbon per hectare as tropical forests.

Eleven percent of all global greenhouse gas emissions caused by humans are due to deforestation 5 — comparable to the emissions from all of the passenger vehicles on the planet.

189 countries have ratified the 2015 Paris Agreement 17, agreeing to limit global warming and adapt to climate change, partly by protecting nature.

If we continue to lose mangroves at this rate, they may disappear within the next century. This loss, removes an important buffer from extreme weather for coastal communities and releases immense amounts of carbon dioxide into the atmosphere.

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IF YOU STILL CONSIDERING WHY, YOU NEED GREEN SKILLS, SOME FACTS WHICH CAN EXPLODE YOUR MIND:

Eleven percent of the world's population is currently vulnerable to climate change impacts 11 such as droughts, floods, heat waves, extreme weather events and sea-level rise.

This is what it would take to make the changes humanity needs to adapt to a warming world. It may sound like a lot, but it's less than 0.2% of global GDP. 19 And the cost will only increase the longer we take to act ambitiously.

Climate change could push up to 132 million people into extreme poverty by 2030.

The world is about 1.19°C (2.14°F) warmer than the pre-industrial era.

The North and South Poles are warming three times faster than the rest of the world.

Antarctica is losing 1 billion metric tons of ice every 40 hours.

Antarctica is losing 1 billion metric tons of ice every 40 hours.

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