



INTERNSHIP REPORT

*IDENTIFYING OPPORTUNITIES FOR VESTIFEX ORGANIZATION IN
THE FIELD OF GREEN SKILLS DEVELOPMENT AND SUSTAINABILITY
IN AND THROUGH EDUCATION*

Degree program Bachelor Global Responsibility & Leadership

Student Anna Lohmatova

Student number s4053389

Address van de Sande Bakhuijzenstraat 4, 1061 AG Amsterdam

Telephone +3725098971

Email a.lohmatova@student.rug.nl

Internship organization Vestifex LTD

External supervisor Galina Kushanova, galina.kushanova@gmail.com

Internal supervisor Dr Indira S. E. van der Zande, i.s.e.van.der.zande@rug.nl

February 16th, 2022

PREFACE & ACKNOWLEDGEMENTS

Throughout my studies in Campus Fryslân for BSc in Global Responsibility & Leadership, I was looking forward to the upcoming minor to apply the gained skills and knowledge and take part in the sustainable transition in one of the organizations I look up to.

I was planning to move from Leeuwarden for the period of the minor to change the environment around and leave my comfort zone - as inside this nice zone, development and growth tend to be quite limited. Firstly, I planned to go abroad and submitted my resumes and motivation letters to over ten sustainable hotels and hotels that aim to become more sustainable in Greece, Slovenia, Iceland, Italy and Norway in the middle of spring. I was interested in being an intern in the Horeca to see how this sector, which is often associated with consumerism and waste, could be transformed in a sustainable way. I also saw it as an opportunity to work and stay at the same place while being in a new country and closer to nature. I got a few positive replies, but none of the hotels could guarantee to take me on board if the Covid-19 restrictions would be changed or lifted. At the same time, many of my classmates received advice not to go abroad for the minor, so I decided to stay in the Netherlands as well to not depend on the foreign Covid-19 regulations. Therefore, I had to undertake a new plan.

My second plan was to move to Amsterdam and make a sustainable development plan for a young bakery, as I was impressed by its values and wanted to assist them in their sustainability efforts. We had a few meetings and agreed on the internship concept and aims. Drs. J. (Hans) van Polen kindly agreed to supervise the internship and the internship got approved by the university. However, the bakery cancelled the internship just before it was supposed to begin without explanation. Therefore I had to come up with a new plan at the beginning of the academic year, when I had already moved to Amsterdam and started to follow additional courses on sustainability at the Vrije Universiteit of Amsterdam.

The third (and final) plan was to become an intern for Estonian LTD Vestifex, which is an adult learning centre that provides different opportunities for professional and personal growth. The organization is located in my hometown Narva, and thus I have been familiar with its activities and values. This summer when I went home I visited Vestifex organization and we even discussed the possibilities of future cooperation. I contacted the organization when my prior internship plan was cancelled to ask if they were interested in working with me and whether they see my skills and knowledge applicable to any upcoming projects or initiatives. Luckily, they were willing to have me as an intern straight away and had interesting tasks for my internship period.

I would like to thank Galina Kushanova, education and project manager of Vestifex, for giving me this opportunity, providing me with exciting challenges and projects throughout my internship, allocating time for supervision and feedback meetings, and trust throughout my internship.

Furthermore, I would like to thank Mari Jõgiste for providing me with the opportunity to prepare and lead the training for educators and youth workers, providing me with all the necessary resources and giving detailed feedback throughout training development and execution.

I would also like to wholeheartedly thank my mother, Jelena Lohmatova, and my friend, Daria Elizarraras Veenstra, for supporting me throughout the internship and for sharing their perspectives and thoughts on the topics and activities that I was working on.

I would like to express my gratitude to Drs. J. Hans van Polen who was supporting and willing to supervise me during my second and final internship plan. I am very sorry that Hans got sick, and I hope he is feeling much better now.

Finally, I am very thankful to Dr. Indira S. E. van der Zande, for rapidly agreeing to take over supervision of my internship and giving feedback on the internship progress. I hope you enjoy reading the overview of what I have done and learned.

TABLE OF CONTENTS

PREFACE & ACKNOWLEDGEMENTS	1
INTRODUCTION	4
DESCRIPTION OF THE VESTIFEX ORGANIZATION	4
Description of the Mondo organization	5
Partnership between Vestifex and Mondo organizations	6
DESCRIPTION OF THE INTERNSHIP	7
Purpose of the internship	7
The internship tasks & process	7
Internship results and output	9
EVALUATION	10
Reflection & Learning Goals	10
Desirable contribution to the internship organization	11
The usefulness of knowledge and skills gained throughout the Global Responsibility & Leadership program	12
Vision on future career & cooperation	13
APPENDIX 1. Climate awareness & action training proposed program draft.	14
APPENDIX 2. Green skills development in education and at workplaces: an overview of the current policies and opportunities.	18
APPENDIX 3. Future training development kit – proposed structure and program for in-person 5-day training in Amsterdam led by Vestifex on the topic of inclusion of climate change and sustainability topics across educational fields and expertise based on the experience and feedback from the previous training.	24

INTRODUCTION

The internship was completed in an Estonian adult learning centre Vestifex. Initially, the internal supervisor of the internship was Drs J. Hans van Polen, a lecturer from the Economics & Business faculty and Campus Fryslân. However, due to the health issues of Drs. J. Hans van Polen the supervisor of the internship was taken over by the program director of University College Fryslân – Dr. Indira S. E. van der Zande. The external supervisor of my internship was Galina Kushanova, an education and project manager in Vestifex.

The purpose of the internship was to analyze the opportunities of the organization for contributing to enlarged climate change awareness and green skills development among the partnering educational and business organizations. The main activity of the internship was developing and leading the training for educators and youth workers on the topic of climate change education. The training was initiated by the partnering NGO Mondo (organisation is described in the next section) and supported by a grant from the Open Society Institute.

In addition to the training development and leading, my internship tasks included conducting a literature review and analysis of the role of green skills in the XXI century and its development possibilities for Vestifex and its partners. Furthermore, I wrote a training follow-up article for the local magazine on the topic of climate justice, and am currently finishing the development of a kit with climate change education training ideas and opportunities that could be used by Vestifex in the future.

Throughout the internship, I have gained knowledge about the European and Estonian climate change literacy and green skills policies. Furthermore, I got an internal perspective of the educational field workers from the Ida-Viru region of Estonia on the demand for climate education and challenges in raising climate awareness and green skills development among educators and students. Moreover, I received precious experience in training development and leading which required me to evaluate and summarize all the knowledge gained throughout my Global Responsibility & Leadership journey as well as to conduct an analysis of the most recent academic research and literature, and find a way to tailor this material to the training target audience. Finally, as the internship implied cooperation and communication with the organization, its partners and clients, I got to know many inspiring professionals with whom we might collaborate in the future.

DESCRIPTION OF THE ORGANIZATION

Vestifex is an Estonian adult learning centre that was established in 2011 and is located in Narva. The aim of the organization is to support people of the local community in the life-long learning process by providing them with different opportunities for adult education. The learning centre provides various

opportunities for professional and personal growth and is working with individuals as well as educational and business organizations from Europe and Caucasus region. The main courses and programs organized by Vestifex are:

- An andragogy course which is a learning program for adult educators. The program aims to support adult educators in their professional development, prepare educators for the andragogy qualification exam and contribute to the improvement of the adult education quality.
- Learning to Learn is a training course that is meant for adults without basic comprehensive or secondary education and aims to contribute to learners' understanding of their own educational needs and enhance their motivation to continue their learning pathway.
- A project writing course is a course that supports teachers in their initiative to create projects for their students and educational establishments by providing them with the necessary resources, knowledge and supervision.

Other activities of Vestifex involve the organization of educational programs in Estonia and abroad, the arrangement of internships for foreign students in Estonia, development of learning community, promotion of lifelong learning, assistance in preparing and coordinating projects, supporting educational institutions in their international work development.

Currently Vestifex is contributing to sustainable development mainly by facilitating lifelong learning (SDG 4 – Quality Education). However, the organisation is growing and has an ambition to build new training courses which would be valuable in the face of current overlapping environmental, social and political challenges. The motivation of Vestifex to broaden the range of training courses and work on topics related to raising awareness and encouraging action on such pressing issues as climate change through education is also coming from a high interest and demand of individuals and organisations. This internship was an opportunity for Vestifex to get further involved with new topics, get an overview of suitable policy and project opportunities, partner with an organisation that has experience in organising events and projects related to climate change and social responsibility, get to know my vision on the effective outline and structure for the training, and hear opinions and concerns of training target audience related to the current possibilities for getting trained and educating learners on the topic of climate change and sustainable development.

Description of the Mondo organization

NGO Mondo is an Estonian civil society organization which works in three different fields – development cooperation, humanitarian aid and global citizenship education. Main activities of the organization are aimed at improving health, education, and livelihood for vulnerable communities. In the field of development cooperation Mondo works on education and economic empowerment of women and disabled people, in humanitarian aid field Mondo facilitates reconstructions in crisis zones, assists displaced communities, and takes action for disaster risk reduction. At the moment, Mondo operates in Ghana, Kenya, Uganda, Afghanistan, Burma, Jordan, Estonia, Ukraine, Lebanon, Turkey, Georgia,

Yemen and Syria. In Estonia, Mondo works on educating school teachers and pupils about global issues by organizing events and campaigns, school visit and providing materials.

Partnership between Vestifex and Mondo organizations

Vestifex and Mondo organizations were acquainted before the internship and the training for educators on climate change and sustainability topics. The organizations have been having open communication to share information on upcoming projects and volunteering opportunities for further spreading the open calls via social media pages of each other's organizations. In the beginning of autumn 2021, Vestifex was approached by Mondo with a request of leading a training for Russian-speaking educators of Ida-Viru County on the topics of climate change and sustainability in education. Vestifex offered me the opportunity to develop and lead the training under supervision from both parties and I accepted it. Throughout the preparation, leading and analyzing phases of the training me, Vestifex and Mondo representatives communicated via online meetings, emails and shared documents. On the analysis phase of the training both parties shared positive feedback on the partnership experience and discussed opportunities for further cooperation.

DESCRIPTION OF THE INTERNSHIP

Purpose of the internship

The main purpose of the internship was to examine the possibilities of Vestifex for contributing to the spread of climate change awareness and support green skills development in the client organizations. To fulfil the purpose, I was researching relevant European and Estonian policies and funding opportunities as well as developing and leading training on climate change education for educators and youth workers to get an intrinsic perspective on demand and the current level of awareness on the topic.

The internship tasks & process

The internship tasks and activities could be distributed among the four stages: the internship kick-off phase, training development and execution phase, perusal and writing phase, internship analysis and conclusion phase.

The internship kick-off phase tasks:

- presenting knowledge and skills that could be applicable for fulfilling internship expectations to Vestifex;
- delivering own perspective and ideas on shaping the internship process;
- establishing a concrete plan for the internship;
- conducting the literature review on the topic of green skills and climate literacy;
- acquaintance with the partnering organization Mondo, and preparing a presentation of own vision on Vestifex involvement in the project on increasing the climate awareness and action in the Russian-speaking minority of Estonia.

Training development and execution phase tasks:

- developing the structure and program for the training;
- meeting with Vestifex and Mondo organizations for presenting the training structure drafts and getting the feedback for further work;
- finalizing the structure according to the feedback;
- gathering of the latest academic research results on the topic of climate change and analyzing the scholarly literature about the climate action and importance of climate change education;
- collecting information about the Sustainable Development Goals progress in Estonia, Estonian policies in the field of climate action and education, and fair transition action plan in the Ida-Viru County;
- tailoring the gathered information for the target group by arranging it in a logical order, using visual tools and making user-friendly presentations and script, translating all the information to the Russian language;
- organizing a meeting with Vestifex and Mondo representatives prior to the training to prepare the

digital environment, distribute technical tasks and instruct an assistant on leading energizers and part of group work;

- leading the first part of the training, getting to know participants, their motivations and expectations, perspectives on demand for climate change education and current level of awareness, collecting feedback and questions for the second training session;
- writing the follow-up email for the first training session with a presentation, a record of the session, links to the sources mentioned during the session and homework task;
- collecting, analyzing and translating suitable methods for educating on climate change and action, building the presentation for the second session with regards to the motivations and questions of participants;
- creating a shared Google Drive for the training participants with useful sources for further work on the topic after the training and with the shared document for participants to share their ideas, get feedback or find partners for new projects;
- leading the second day of the training, supporting participants in sharing their experiences, opinions and ideas, collecting the feedback for the training, sending follow-up emails with gratitude, materials and shared drive;
- discussing the training flow, outcomes and feedback with Vestifex and Mondo organizations.

Contemplating and writing phase tasks:

- writing the training follow-up article for the local Narvamus magazine with an emphasis on climate (in)justice and climate action opportunities;
- discussing the opportunities for further cooperation between Vestifex and Mondo organizations;
- discussing the training effectiveness and demand with Vestifex in regards to the possibility of organizing an extensive training course on the topic in the future;
- researching Estonian and European policies, programs and funds for finding the opportunities for Vestifex and its partners to develop green skills and climate literacy;
- creating a document on the basis of green skills literature review and policy, programs and funds opportunities for the green skills development in Vestifex and partnering organizations.

Internship analysis and conclusion phase tasks:

- gathering useful sources from the training and ideas for possible use in the future training in the field of climate change and sustainability education, creating a user-friendly kit for usage in Vestifex;
- reflecting on the internship experience, challenges, achievements and feedback, analyzing own feelings towards this work in relation to the future career;
- writing the internship report;
- meeting with internal and external supervisors to discuss the internship performance;
- arranging a final meeting with the Vestifex organization to recap the internship outcomes and discuss the future possibilities for cooperation.

Internship results and output

The main result of the internship is the development and leadership of the training for Russian-speaking adult educators, youth educators and workers from the Ida-Viru County on the topic of climate change education. The training program was split into two sessions of four academic hours each. The first session took place on the 23rd of November, and the second session was held on the 30th of November. Over 30 professionals from different educational institutions and youth centres took part in the training. The training was held online due to the Estonian restrictions concerning the Covid-19 pandemics. The sessions were recorded, and the draft of the training program is attached to the report (Appendix 1). The training materials, tools and feedback are used for the training kit creation for future training on the topic.

Another output of the internship is the training follow-up article on the topic of climate (in)justice for the local Narvamus magazine. The article has undergone the editorial stage and currently is expected to be printed and published online by the end of January 2022.

In addition, I had created a document on the green skills development policies and opportunities that could be used by Vestifex and its partners (Appendix 2). The value of this document lies in the fact that it captures all the most recent funding possibilities and gives a brief overview of current policies on the Estonian and European levels. To develop this document, I have conducted an extensive web search and analysis.

The final outcome of the internship is the future training development kit – a document with proposed structure and program for in-person 5-day training in Amsterdam led by Vestifex on the topic of inclusion of climate change and sustainability topics across educational fields and expertise based on the experience and feedback from the previous training (Appendix 3).

EVALUATION

Reflection & Learning Goals

There were five main learning goals for the internship: improved communication skills, enhanced organizational and leadership skills, knowledge acquisition in practice, getting experience in searching for and analyzing Estonian and European structural documents, getting experience in developing and structuring training courses. I am going to reflect on the extent of achievement of these learning goals in the following paragraphs.

- Improved communication skills. As the internship implied the involvement of several parties - Vestifex, Mondo, Campus Fryslân, it required constant communication to keep everyone updated, lead cooperation and avoid miscommunication. Therefore, I believe that I have improved this skill in myself and even improved my self-confidence and respect for the time and efforts of other people in general. Furthermore, leading the training was a big boost for my communication skills as I had to engage with not only partnering organizations but with people who came to the training as participants. That was a challenge and I tried to create an open and safe environment for the participants in the training so that the communication process could be smooth and honest from both sides, which worked out well and I would lead any other pieces of training in the future. I would base it on the same approach.
- Enhanced organizational and leadership skills. I believe that this goal was achieved throughout the internship. Furthermore, I think it was achieved on three levels: personal leadership and organization, organization and leadership of the internship assignments, organizing and leading cooperation with the organization, its partner and university. On a personal level, I had to guide myself and consciously allocate my time and resources in the internship working process. There are two more deadlines coming (the final report and the ideas kit) but so far the personal leadership was going quite well and I was delivering the assignments of the quality that I was aiming for within deadlines. On the level of assignment management, I had to dedicate a lot of energy to planning and structuration in order to achieve desired goals. It was a big challenge for the training course development but I invested enough time into it to make everything work, which was absolutely worth the effort. Furthermore, I made sure to make time for personal reflections to see what was achieved and what still needs to be done, what I had learned and how my positive and negative experiences could be helpful in the future. Finally, for leading the cooperation and building communication between Vestifex and its partner Mondo during the training preparation and execution as well as to keep the university aware of what is happening during my internship I was writing emails and organizing meetings. I think this part went quite well overall, the only downside is the illness of my initial supervisor which made the university communication part a bit inconsistent. However, I am very grateful that Indira took over the supervision and was always willing to help with any questions and challenges that come my way.
- Knowledge acquisition in practice. This learning goal was fully achieved as the internship

motivated me to thoughtfully and extensively examine the knowledge that I have gotten through the past years of studying at Campus Fryslân, analyze it and tailor it for use in each stage of the internship. I will further describe the ways in which I used the knowledge in practice in the upcoming chapter - "The usefulness of knowledge and skills gained throughout the Global Responsibility & Leadership program".

- Getting experience in searching for and analyzing Estonian and European structural documents. I surely got that experience. It required quite a lot of time to find the documents that I was searching for (related to the education on climate change and green skills development), but I managed and now have a better understanding of how and where to find these types of documents. I also realized that many Estonian documents are available only in the Estonian language and therefore I had to translate them for the training and opportunity analysis for Vestifex. This experience was a bit emotional for me because sometimes the documents seemed too far from reality or being done just for formality which was upsetting. Nevertheless, I could see the Sustainable Development Goals as the main priority for Estonia from the year 2022 which brings hope. I also did a search for actual opportunities for Vestifex in the field and it was also great to realize personally that there are actions outside of the examined policies that strive to move education on the topic of sustainability forward. I also realized that this topic is very interesting for me and I would be glad to continue cooperation with Vestifex on this topic after the internship as well.
- Getting experience in developing and structuring training courses. That was the most important learning outcome of the internship in my opinion. I dived into the training development and analyzed different options in context with the target audience and training objective. This experience gave me the understanding that I would like to continue working on training development in the future and that working on the topics that I believe could be energy demanding but very rewarding. I led a total of 8 academic hours of training which made me feel much more confident in leading and presenting and most importantly in communicating with people who take part in it.

Desirable contribution to the internship organization

I hope the results of this internship will contribute to the future engagement of Vestifex with education on the topics of sustainability and green skills. I strongly believe that education is the foundational step for transitioning to more sustainable living on individual, regional, national and global levels. I think Vestifex has a great potential for contributing to this transition by producing relevant training courses and projects. Vestifex already has a wide network of local and foreign partners and educators, as well as vast experience in organizing and leading training programs. However, the field of sustainability and green skills is very new for the company, and thereby I hope that I had helped by analyzing the company opportunities in the field and by leading training that the company could refer back to as a Demo version of what could be possibly arranged in the future.

Furthermore, I hope that all the documents that I have created (green skills policy and opportunity

overview, presentations and materials for the training, article for the local magazine, kit of ideas) for Vestifex could be useful for their future activities.

The usefulness of knowledge and skills gained throughout the Global Responsibility & Leadership program

First of all, I have to admit that for me this internship was all about responsibility and leadership. By getting into cooperation with Vestifex I had received quite many responsibilities - developing and leading the training was the main one. I was grateful to the organization for the trust, freedom and support that surrounded me throughout the internship, however, that definitely boosted my perception of the breadth of responsibilities. To cope with all of them and fulfil the expected outcomes I had to implement skills of personal leadership and time management. Furthermore, I had to lead the training and people throughout the training which sounded like a huge challenge but turned out to be a great opportunity for acquiring leadership skills in practice.

For carrying out the internship and, in particular, for the development of the training course, I had to gather together, structure and analyze all my prior experience from the GRL. By going through the slides, assignments and notes from the past 2 years of studying I had traced back how the foundation of my knowledge had been formed and analyzed positive and negative memories about gaining the knowledge. This process required quite some time and energy but was very rewarding as after doing it I got a clear idea of how this knowledge can be further used and what could be the best teaching methods for the training. In this reflection and analysis process of past years of studies I:

- Looked back at the research papers on the environmental state of Earth that helped me to visualize and understand the scoop of the climate change problem and human influence;
- Reflected on the presentations I had received/given and asked myself in which way it is easier to understand the presentation, how should it look to facilitate understanding of information, how make the training not boring and not overwhelming – but use it as an instrument to interest learners and encourage them to further engage with the topic;
- Reflected on the dynamics during classes and group work – how to make sure group assignments will be clear and interesting, how to ensure good group dynamics, how to avoid people leaving the training due to the stress for breakout rooms;
- Thoughtfully approached structuring the training by going back to the classes where complex topics were clearly explained by decomposing into pieces as well as to the classes where material was too hard to understand to see what could have been the issue with presenting the material;
- Looked back on the dynamics in the classes to see how to keep everyone on track and involved throughout the training and fulfill the personal expectations of participants from the training.

Another important skill that I was constantly using throughout the internship was the ability to search for, find and analyze a considerable quantity of academic literature. I was aiming to work with and rely on credible sources throughout my work on all the internship assignments and therefore the information search and analysis skills played a crucial role.

Furthermore, I had used the acquired communication skills to communicate with the internship organization and the partnering organization throughout the internship process. I had definitely used communication skills as well as presentation skills during the development and leading stages of the training course. Finally, my writing skills had helped me to perform all written assignments for the internship.

The internship undoubtedly helped me to look back on my GRL journey and trace the development that had happened from its beginning. The acquired skills and knowledge were central to the successful completion of the internship and I am glad for the opportunity to realize it in practice.

Vision on future career & cooperation

By analyzing the current policy and strategies of Estonia and Europe for creating the document with green skills overview and preparing for the training, I had realized that even though Estonian and European policy acknowledge the power and importance of education and even invest huge budgets into it, there is definitely a lack of a systematic approach, concrete actions and cooperation. This realization was upsetting, but throughout this internship, I saw the evolving demand for knowledge on the topic of sustainability from educators from various fields, which definitely motivates me to consider a contribution to this topic and work on this problem in the future too.

Vestifex had offered me to continue our cooperation after the end of the internship to collaboratively develop a prolonged course for adult educators on the inclusion of the topics of sustainability and climate change awareness into teaching practice across various disciplines. We had already started discussing the structure of the training and the experts that could be involved. Furthermore, we were also talking about the long-term ambition for developing an online platform for the course so that participants could learn from different parts of the world without leaving huge carbon footprints to fly for training. I feel that this cooperation could give me great opportunities for development and therefore I want to continue working with Vestifex and maybe even consider the sphere of education for sustainability as a prospect for my future career.

APPENDIX 1. Climate awareness & action training proposed program draft.

Training overview

- Date & length of the training: 23rd & 30th of November, 2 days - 4 academic hours each
- Target group: educational workers from Ida-Viru County
- Language: Russian
- Format: online training
- Key topics: climate change, climate justice, sustainable development, planetary boundaries, climate awareness and action

Upon the successful completion of the training, participants will be able to:

- understand such phenomena as climate change, climate justice and planetary boundaries;
- learn about the sustainable development goals and its challenges;
- get to know methods for teaching about the climate issues and find ways for incorporating climate awareness into educational agenda.

Structure of the training

The training will be split into two parts:

- Theoretical part on 23rd of November.
- Practice and solution-oriented part on 30th of November.

Both parts will take approximately 4 academic hours - two parts of 1,5 astronomical hours plus a break of around 20 minutes.

Participant preparation for the training

- 1) Training invitations & registration.
- 2) Confirmation letter of registration with additional information on the training, recommended literature/videos and advised homework: Videos (few TED-talks and clear explanation videos in Russian/with Russian subtitles).
- 3) Homework - questions to reflect on concerning expectation, motivation, current knowledge and ideas.

DAY 1 - THEORY-BASED PART OF THE TRAINING

First part (70 minutes):

Introduction to the training: introducing the training moderators, introducing the purpose and content of the training (5 minutes max);

Getting to know participants and their backgrounds as well as the current level of climate awareness and

engagement, sharing and discussing expectations (e.g. using mentimeter/poll everywhere/chat box, recapping the answers and having a quick reflection on them) (10 minutes max);

Kick-off to the climate change and environmental issues: counting the personal footprint to see how many planets would be needed if all humans lived in the same way, followed by short discussion (15 minutes);

Not boring presentation with introduction on the current global climate-related issues and planetary boundaries with infographics and real-time maps, brief introduction of SDGs (25 minutes);

Task on the interconnectedness of the climate change with current other urgent social, environmental and economic issues (25 minutes);

Defining sustainability and examining sustainable Development Goals in an interactive way with an emphasis on climate action and education on the climate issues importance (20 minutes).

Break (10-15 minutes)

Second part (70 minutes):

Role of climate change in the education and importance of the education on climate change - using online white board followed by discussion (15 minutes);

Introducing current European policies, programs and projects that encourage and support climate education in schools, universities, and other educational institutions and explaining how those programs could be used for supporting enriched awareness on the topic of climate change (15 minutes);

Reflecting on what is currently being done in the educational institutions/organizations where the participants work and if there was any progress on the climate awareness topic - joint group discussion (15 minutes);

Introduction to the climate activism - a quiz on the climate action groups and their agenda, overview of the average profile of the climate action participants - age, gender, geo location, key motivations.

Discussing if climate action is a thing in Estonia and if it makes a difference? (20 minutes);

Concluding the first day of the training and sharing the (voluntarily) home assignment or a topic for a quick brainstorm between the sessions as well as articles and information for thought (5 minutes max);

Reflecting on the first day of the training and insights from it (depending on the time: written/oral reflection and feedback, preferences for the next training day) (max 15 minutes).

REFLECTION ON THE DAY 1, FEEDBACK AND HOMEWORK

The first day of the training will be followed by an email (within a couple of hours after the end of the first part of the training). The email will include a recap of the training day with sources, slides and additional information sources for interested participants. Furthermore, the email will include a reflection

on the feedback of the participants (e.g. possible improvements for the next training day, adding information on the issues of concern, addressing practical issues, etc.). The email would also include the home exercise which is answering/brainstorming on the several questions:

- What place has climate change in your life? In the life of your pupils/students/adult learners?
- Do you think that the role of climate change will stay the same in the next 9 years?
- How do you see Ida-Viru County in 2030? Is there something you could change/influence about the future?

DAY 2 - PRACTICE & SOLUTION-BASED PART OF THE TRAINING

First part (70 minutes):

Introduction to the second day of the training: welcome words, training agenda, checking-in with the participants' expectations (5 minutes);

Discussion of the homework in groups followed by joint discussion - discussing the answers on the homework questions in small groups (if had no time to think about it at home - brainstorming on the spot), then having a discussion of the groups insights all together (15 minutes);

Presentation on the solutions for climate change and its fellow problems: starting with global and moving towards local solutions in the Ida-Viru County context (What can an individual do? What could be an input of an educator? What are the possibilities of students/learners to engage with the topic and contribute to sustainable change?) (15 minutes);

Reviewing inspirational cases of the educators input in the climate change awareness and actions: watching a video plus few examples on the slides (10 minutes);

Individual assignment in the shared online space (padlet): participants write down their position (e.g. teacher, youth worker etc.) and bullet point the solutions that they could implement in their position (from the presentation or own ideas), after around 7 minutes' participants can take a look on other padlet notes and see if there is something that could be also useful for them or if they could add any ideas for other notes and positions (20 minutes).

Break (10-15 minutes)

Second part (70 minutes):

Sharing the activities for classrooms/events/online environment concerning the climate change: climate fresque game, introducing the Problem-based learning (PBL) method with the example of climate change, role-playing games like UN negotiation simulation, the wedges game) (20 minutes);

Discussing how the presented methods could be adjusted to the target groups of educators (age, background, subjects, etc.) (10 minutes);

Running one of the games in the training setting - the game could be chosen by participants via quick poll based on the discussed methods and adjusted time and audience-wise to show the flexibility of the methods (max 35 minutes);

Reflection on the methods, personal take-aways and training overall firstly in smaller groups and then in a joint discussion (5 minutes);

Presentation of the Mondo's documentary movie database and climate change-themed movies (+ other resources Mondo has) to the participants. A brief introduction from Mondo and feedback from the participants on what materials on climate change would be useful to them. Based on this information Mondo could see which materials it should produce in the future (up to 30 minutes);

Concluding the training and sharing the sources for additional material search (10 minutes);

Thank-you words and issuing certificates (5 minutes).

REFLECTION, TAKE-AWAYS AND TRAINING FOLLOW-UP

After the training participants will get the email with all the slides, lecture materials, tools sources and additional materials. The email will also include a padlet and all the shared outputs of the training. Furthermore, the email will include a small reflection on the participants' feedback and invite participants to share their experiences and ask their questions after the training as well.

APPENDIX 2. Green skills development in education and at workplaces: an overview of the current policies and opportunities.

Summary

The document has an overview of the green skills definitions and importance which are followed by a list of opportunities for Vestifex and its educational and business partners for participating and getting funding in national, European and international funds for green skills development and education. The European agenda emphasizes the importance of climate and sustainability awareness for people of all ages and therefore most opportunities presented in the list are suitable for children, young people and adult education. Many programs and frameworks, however, are still under development and are expected to become available this year. The document is meant to give Vestifex an outline of possibilities for raising awareness on environmental issues and developing green skills inside the organization and in cooperation with partnering organizations.

Context and importance of the topic: green skills in XXI century

As one of the main global challenges - climate change is becoming more and more of a pressing issue and bringing up environmental, societal and economic problems, the necessity of transitioning towards more sustainable modes of living and working is essential. One of the tools for sustainable transition is the development of green skills for raising awareness on the pressing issues as well as enabling space for development and implementation of innovative solutions for a resource-efficient and low-carbon economy. According to the United Nations Industrial Development Organization (UNIDO), green skills are “the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society” (UNIDO, 2021).

Transition to a sustainable economy calls for systematic changes that would result in the transformation of business concepts and production processes, development of new services and products. This necessary systemic change modifies required skills and related functions of many jobs on the market, because:

- structural changes shape demand for tasks;
- transition to a sustainable economy will generate novel occupations;
- greening changes might entail alterations to the current training and qualification frameworks.

So far, there has not been a concrete list of the green skills developed and the term is attributed to a wide range of abilities and knowledge. Green skills are currently commonly seen as the skills for green jobs and/or skills for the future.

The central skills for the green occupations are science skills (broad scope of scientific knowledge for innovation activities), engineering and technical skills, operation management skills (vision of the business current and desirable life-cycle management, lean production and cooperation with stakeholders for sustainable transition) and monitoring skills (technical and legal aspects of business activities

concerning sustainable development and change) (Cedefop, 2009; UNEP, 2012; OECD/Cedefop, 2014).

In addition to these hard skills, there is a spectrum of soft green skills that are recognized as essential not only for those who work on greening the economy but also for humanity in general (also referred to as "skills of the future" and skills for the Fourth Industrial Revolution). Those soft skills are design thinking, critical thinking, creativity, adaptability, resilience, learnability, emotional intelligence and communication.

The role of climate literacy and green skills in sustainable development agenda

The Sustainable Development Goals (SDGs) are part of the 2030 Agenda for Sustainable Development which was adopted by all United Nations Member States in 2015. There are 17 SDGs that serve as a global call to action for combating poverty, protecting the environment and tackling climate change, building economic growth, addressing needs and improving the lives and opportunities of everyone and everywhere (UN, 2015). By 2019, progress has been already made in many areas, but, overall, action to meet the SDGs is not yet advancing at the pace or scale required (UN, 2019). 2020 was expected to usher in a decade of ambitious action to achieve the SDGs by 2030, however, the COVID-19 pandemic has temporarily shifted the focus from sustainability and now the action is needed to reach the goals and manage the pandemic and its consequences at the same time.

Education and training are central to the achievement of the 2030 Agenda and the development of green skills and climate literacy fall under numerous targets of SDGs:

- SDG 4, target 7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- SDG 8, target 10B. By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.
- SDG 12, target 6. Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle.
- SDG 12, target 8. By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
- SDG 13, target 3. Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Development of the Green Skills on the European level: policies and opportunities

Building a climate-neutral, green, fair and social Europe is one of the main targets of the EU agenda 2019-2024 (EU, 2019). The EU agenda refers to climate change as an "existential threat" and highlights the importance of climate action and transition to a sustainable economy. The EU agenda aims concerning

environmental, societal and economic sustainability are built on and in accordance with SDGs and those aims emphasize the importance of the involvement of all EU countries in climate action.

One of the six European Commission priorities for the years 2019-2024 is a European Green Deal with the main goal of Europe becoming the first climate-neutral continent by shifting to a modern, resource-efficient economy. The European Green Deal aims at having no net emissions of greenhouse gases by 2050 while decoupling economic growth and resource use and making sure that no person and no place is left behind (European Commission, 2019). The European Green Deal is also seen as a lifeline out of the COVID-19 pandemic. The financing of the European Green Deal is happening out of one-third of the 1.8 trillion euro investments from the NextGenerationEU Recovery Plan, and the EU's seven-year budget.

The European Green Deal sees climate change as the biggest challenge of our times but also as a chance to change the economic model, which consequently gives more opportunities for innovation and creates more green jobs. The main demand for greener jobs is expected in the sectors of energy and transportation, construction and renovation. The European Council expects the creation of 160 000 additional green jobs in the construction sector by 2030 and sustainable renovation of 35 million buildings. The European Green Deal encourages collaborations and partnerships within organizations and countries of the EU to enlarge the action and results of the efforts.

To become a part of the European Green Deal, organizations can either get involved in the European Climate Pact - an initiative that helps communities share and implement measures to combat climate change, or in the New European Bauhaus - an initiative that is bringing a cultural and creative dimension to the European Green Deal. The European Climate Pact encourages organizations or individuals to become ambassadors of the program to spread the knowledge, involve communities and bridge communities with the European Commission and interested stakeholders (European Commission, 2020). The New European Bauhaus invites organizations to the platform of partners who are working together towards designing local solutions for global challenges.

The following part of the document contains a list of opportunities for Vestifex and its educational and business partners in frames of the EU agenda and Green Deal.

Erasmus+ program from the EU offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care), adult education, youth work and sport. The latest program guide (2022) claims that: "Priority will be given to projects aimed at developing competences in various green sectors, including those in the framework of the contribution from education and culture to sustainable development goals, developing green sectoral skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organizations regarding environmental sustainability". The projects on environmental topics and values could be written by organizations in one of three formats: learning mobility for individuals (Key Action 1), cooperation among organizations (Key Action 2) and institutions or support for policy reform (Key Action 3). In addition to the Erasmus+ Key Actions

application possibilities, there are currently few open calls on the topics of education and partnership for sustainable development: Partnerships for Innovation - Forward-Looking Projects - Cross-sectoral priorities ([link](#)), Partnerships for Innovation - Forward-Looking Projects - Vocational Education and Training ([link](#)).

Such platforms as eTwinning and EPALe are Erasmus+ funded platforms which offer resources and connections for staff working in schools (eTwinning) and adult professionals (EPALe). Both platforms contain resources and toolkits on environmental topics which could be useful for future projects (<https://www.etwinning.net/en/pub/index.htm> and <https://epale.ec.europa.eu/en>). Learning corner is another resourceful platform of the EU with games and tools for children and young adults on the topics of climate and environment (https://europa.eu/learning-corner/learning-corner_en).

Currently a new platform dedicated to climate education is being developed (<https://education-for-climate.ec.europa.eu/community/about-what>). The Education for Climate Coalition platform aims to bridge education with science, train teachers, raise awareness, develop green skills and create community. The platform is very new and has a small number of members, however, it is already possible to join and explore the platform.

Another upcoming development of the EU is the competence framework on climate change and sustainable development which will aim to create shared understanding and a conceptual model of the competences to be developed by learners. The framework is expected to be used for supporting education stakeholders to engage students and communities to contribute to the changes needed for a successful transition to climate neutrality and sustainable development. This climate change and sustainable development competence framework would be also an important addition to the current key competence framework which is widely used by Erasmus+ program but does not have any environmental competences yet. The new framework is expected to come in power this year (2022).

Foundation for Environmental Education (FEE) is the world's largest environmental education organization, which is active in over 100 countries around the globe. There are five programs of the foundation: Eco-Schools, LEAF, Young Reporters for the Environment, Green Key and Blue Flag. First three programs are dedicated to youth environmental education while the last two focus on sustainable business practices.

The Eco-Schools program is meant to support schools in their sustainable transition ([webpage - https://www.ecoschools.global/how-does-it-work](https://www.ecoschools.global/how-does-it-work)). Schools that become a member of the program are offered and mentored through a seven-step methodology for improving eco-consciousness of the school community and developing critical thinking and leadership among the students. Participation in the program gives an opportunity to become part of an international network with schools in over 70 countries to learn, co-create, collaborate and share best practices. Furthermore, schools are provided with ongoing mentoring and access to resources and webinars, teachers are offered training and invited to conferences, schools, students and teachers get the opportunity to receive certification. To join the

program Estonian school or kindergarten has to contact Tartu Loodus Maja which represents the program in the country and fill in the form on their webpage <https://www.tartuloodusmaja.ee/roheline-kool/>.

The Learning about Forests (LEAF) program promotes outdoor learning and hands-on experiences to give students a deeper and more involved understanding of the natural world. The focus of the LEAF program is on tree-based ecosystems, but the skills and knowledge acquired is applicable to any natural environment (webpage - www.leaf.global). To join the program and get access to its resources a school can contact Tartu Loodus Maja.

Young Reporters for the Environment (YRE) gives people aged from 11 to 25 years old a platform to research environmental challenges and work on solutions (webpage - www.yre.global). The program aims to empower youth to take an educated stand on environmental issues they are concerned with and gives them a space to discuss these issues through writing, photography or video. The program offers conferences, competitions, workshops and campaigns to its participants. Estonian schools can join the program via Tartu Loodus Maja.

Another opportunity for organizations and schools to improve climate literacy is to apply for an Environmental Awareness Program grant from the Estonian Ministry of Environment. The grant supports organization of such activities as campaigns, fairs, camps, excursions, creation of media products, establishing networks, and other activities related to education on climate. The application period will begin in the second half of February 2022 (<https://kik.ee/et/toetata-vegevus/keskkonnateadlikkuse-programm-0>).

Sources

Arthur, C. (2021, January 21). "What are green skills?". UNIDO. Retrieved from: <https://www.unido.org/stories/what-are-green-skills>

Cedefop. (2009). Future skill needs for the green economy. Office of the European Union.

UNEP. (2012). Measuring progress towards a green economy. United Nations Environment Program Report.

OECD/Cedefop. (2014). Greener skills and jobs. OECD Green Growth Studies. OECD Publishing.

Consoli, D., Marin, G., Popp, D., Vona, F. (2015). Green skills. Vox EU.

United Nations. (2015). Transforming our world: the 2030 agenda for sustainable development.

United Nations. (2019). The Sustainable Development Goals Report 2019.

European Council. (2019). A New Strategic Agenda 2019-2024.

European Commission. 2019. Communication from the commission to the European parliament, the

European Council, the Council, the European economic and social committee and the Committee of the regions: The European Green Deal.

European Commission. 2020. Communication from the commission to the European parliament, the council, the European economic and social committee and the committee of the regions: European Climate Pact.

APPENDIX 3. Future training development kit – proposed structure and program for in-person 5-day training in Amsterdam led by Vestifex on the topic of inclusion of climate change and sustainability topics across educational fields and expertise based on the experience and feedback from the previous training.

TRAINING OVERVIEW

Aim of the training:

- Building up theoretical knowledge for rising climate change awareness and action and contributing to sustainable development via educational institutions/organisations;
- Delivering an outlook of the useful sources and coherent tools and methods for including the topics of climate change and sustainable development across the various educational fields and disciplines.

Target group of the training:

Andragogs, educators in colleges and universities, educators in secondary and high school, youth workers.

Format of the training:

In person.

Language of the training:

English.

Key topics of the training:

Climate change, climate justice, sustainable development, planetary boundaries, climate awareness and action, green skills.

Upon the successful completion of the training, participants will be able to:

- understand such phenomena as climate change, climate justice and planetary boundaries;
- learn about the sustainable development goals and its challenges;
- get to know methods for teaching about the climate issues and find ways for incorporating climate awareness into educational agenda.

Participant preparation for the training

1. Training invitations & registration.
2. Confirmation letter of registration with additional information on the training, recommended literature/videos and advised homework:

- Videos (few TED-talks and clear explanation videos in Russian/with Russian subtitles);
- Homework - questions to reflect on concerning expectation, motivation, current knowledge and ideas.

Proposed training destination:

Zoku Amsterdam Event Space – B-Corp Hotel in Amsterdam which strives for sustainability and social responsibility. The hotel has an event space and co-working space with modern design and empowering atmosphere to learn, work and create.

Structure of the training:

- 1) Introductory phase. Introducing the topic of the training, its purpose and motivation behind. Introducing training leaders and getting to know participants, their backgrounds, motivations, expectations and fears. Describing the structure of the training, answering questions, diving into the theoretical part.
- 2) Theoretical base. Presenting outcomes of the latest reliable research works on the environmental crisis on Earth and looking through the history and dynamics of this phenomena. Using graphical and visual representations for better understanding. The purpose of this part is to make sure that all participants have the basic understanding of the climate change problem and role of humanity in this problem. Participants would be also explained about the useful platforms and links for diving deeper into researches and knowledge on the topic. All the links and research works would be shared with participants. Participants would be encourage to share their knowledge and vision of the problem and ask questions.
- 3) After establishing the shared understanding of the current climate change challenges we shift towards practical part which aims to see the importance of the education on the topic, explore various methods and tools for teaching it in own field, and future actions. Testing, discussing, researching.
- 4) Follow up. Feedback, connection, tracking progress.

Proposed daily program

DAY 1

- Introduction of the training aims, learning objectives, program. Getting to know each other. Discussing the expectations and fears of participants. Practical arrangements and information about course venue.
- Theoretical part about climate change and its interconnection with other pressing issues of 21 century. Presenting current action plans and main policies, e.g. Sustainable Development Goals of UN. Reflecting on the current knowledge of participants, getting everyone on the same page from the theoretical point of view. Sharing the ways to find

more information and sharing the reliable sources of scientific articles, useful youtube channels with simply-put scientific information. Discussing the importance of climate change and in general the way outside the climate crisis.

- Individual reflection on own knowledge and on the topics for getting to know more about. Seeing how much those topics are already being put on the table in the current field of education. Drafting the ideas to include them further. Sharing with groupmates and putting own ideas on the mindmap for everyone to share.
- Finishing program with drinks on the rooftop of Zoku in informal way.

DAY 2

- Starting the day by discussing methods of non-formal education. Presenting examples for including non-formal ways of education on the topic of climate change and sustainable development.
- Working in groups and looking together on the mindmaps. Brainstorming ideas for other fields. Reflecting on the ideas.
- Exploring the created mindmaps in relation to what have been learned so far. Creating the shared google drive for sharing tools, ideas, information.
- Looking at the structural documents and project opportunities.
- Presentation of practical games for rising the awareness. Testing one of the games on practise. The game is followed by reflection and discussion on how the tool could be adjusted to various learning environments.

DAY 3

- Study visit. This day will be devoted to discovering successful practices on the climate education and sustainability awareness rising practises in Amsterdam. Options:
 - SDG House;
 - ISA Green team;
 - Discovering other green educational initiatives in the city.

DAY 4

- Workshop on the critical thinking and introduction of the problem based learning. Testing the PBL method on practise.
- Splitting the participants into teams and giving a task to choose a method/tool/game and lead it. Participants could either choose one of proposed tools or lead game/activity from own experience.
- Reflecting and analysing the usage of the practical methods.
- Going through/sharing more inspirational sources with practical tools for further use.

DAY 5

- Presentation with recap of the training. Open discussion based on the questions and ideas of participants.
- Concluding the outcomes and learning take-aways. Reflecting on own starting point. „Packing“ personal toolbox and planning ahead.
- Seeing possible partnerships. Sharing the platform for interaction of thoughts and ideas.
- Reflection, feedback and evaluation.