

# Erasmus+ - project Learning workshop „Sustainable environmental protection”



## Vocational field-specific learning workshop for the vocational field “commercial professions”

**Developed by the Slovenian partner  
“Šolski Center Nova Gorica”**

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## Introduction

In order to make an investigation we have looked up national laws, several company policies, rules, informal trainings and also formal education modules such as curriculum of Business administrator, Salesman and Economist. We have found that there are few regulations and also parts of curriculum with the topic of environmental protection.

We made investigation also for content covering environmental protection from kindergartens, primary schools, secondary schools and also faculties. We focused mainly on initial training in vocational education and training programs in Secondary School of Economics and Trade. There are some modules and contents that provide knowledge about environmental protection on the field of salesman, administrator and economist. Meanwhile we haven't found informal trainings or learning workshops for the commercial professions or field of commerce in general. Existing workshops and courses are mostly general and non-specific. Mostly, workshops are organized for companies, organized by organization like Slovenian Chamber of Commerce and others.

Legislation awareness is almost non-existent or deemed irrelevant for commercial professions. Everything is focused either on the production on one hand or the consumer on the other hand. Legislation is concerned primarily with "bigger issues" and relegates responsible use of resources (electricity, water, energy conservation, recycling, reducing the carbon footprint, limiting vehicle use or promoting public transport etc.) to the individual. Environmental policies and goals are too broad or non-specific and application to workplaces is unclear. Companies regulate these areas individually with their own regulations and rules.

### 1. Initial situation and need for action for the learning workshop for commercial professions

The European Union has some of the strictest environmental standards in the world. The priorities today are the fight against climate change, the preservation of biodiversity, the prevention of health problems due to pollution and the responsible use of natural resources. In addition to protecting the environment, these goals also encourage innovation and entrepreneurship, and thus economic growth. Institutions and bodies that work in the field of environmental protection in the EU are the European Commission, the European Parliament, the Council of the European Union, the European Environment Agency, the European Investment Bank and the European Environmental Principles. One of the main European goals is the fight against climate change. (Source: Wikipedia)

In Slovenia, the umbrella law in the field of environmental protection is the Environmental Protection Act, which came into force in 1993. In 2004, an amendment to the Environmental Protection Act (ZVO-1) came into force. (Source: Okolje.info, <http://www.okolje.info/index.php/varstvo-okolja>)

Companies regulate the field of environmental protection individually with their own regulations and rules. The environmental policy of most companies is based on the belief that the company's economic growth and business performance are inseparably linked to the social progress of the environment in which it operates.

Companies set themselves high environmental standards and promote new ways of working and cleaner technologies, in order to create a healthy basis for their employees and for new jobs. The goals pursued when we talk about protecting the environment are primarily the prevention and reduction of the burden on the environment, preservation and improvement of the quality of the environment, sustainable use of natural resources, reduction of energy use and greater use of renewable energy sources, abandonment and replacement of the use of hazardous substances, etc.

When researching environmental protection for the mentioned professions, we also came across the handbook of the European Green Office initiative. The main goal of the European Green Office (EGO) network was the development of standardized instructions for a green office and a calculator for calculating the ecological footprint of an office. The principles of this handbook are green ordering, improving energy efficiency, reducing the consumption of natural resources and waste materials, reducing waste and sorting, sustainable transport and mobility, and creating a healthy office environment.

## **2. General objectives of the learning workshop**

Care for the environment and protection of the environment is becoming an increasingly pressing issue in the modern world. Here, we distinguish between the protection of the environment, which is the protection of natural heritage or the environment in its original state, while environmental protection refers to the management of natural resources in such a way as to satisfy the current and future needs of the population as well as animals and plants. It is a broad topic that includes various activities in this area, which is why many guidelines for environmental protection have been formulated to deal with environmental issues as effectively as possible. (Source: Moja Reka, <https://mojareka.si/arhiv-natecajev/>)

We will hold three workshops with which we want to bring the participants closer to knowledge in the field of sustainability. The goal of the workshops will be to empower the participants with knowledge about Decommissioning, Carbon footprint and Green office, as we want to educate and support a more sustainable lifestyle or by adopting new more sustainable habits. The workshops will be theoretical and practical and will include both teamwork and individual work.

## **3. Target group and the assignment of the learning workshop as qualification**

### **3.1 Trainees/apprentices**

The main target group are students of initial training in vocational education and training programs in the Secondary School of Economics and Trade.

### **3.2 Skilled workers**

Furthermore target group will be also skilled workers who are working in the field of commercial professions or the field of commerce in general. Through previous investigation and interviews, we found that people working as Business Administrator, Salesman and Economist and workers who are working in typical and common commercial professions would benefit greatly from such training.

### **3.2 Interested people in general**

In addition to the target groups mentioned above, the workshops would potentially be of interest to the general public as well. In fact, every day, in many activities both at home and at work, we encounter the issue of protecting the environment and the climate. Such workshops could also be offered as part of informal lifelong learning.

## **4. Requirements for people involved in the learning workshop**

### **4.1 Requirements for the participating target groups**

Participating target group are students of initial training in vocational education and training programs in Secondary School of Economics and Trade. We can influence them already in the education process and thus offer them knowledge about protecting the environment and climate, which they will also use in their future employment in the field of common professions.

Participants must be open to gaining new knowledge in the field of sustainability and willing to include the aspect of sustainability in their work environment. They must be working in the commercial sector.

### **4.2 Requirements for the specialists carrying out the learning workshop**

The workshop specialist must have knowledge in the field of environmental protection. Someone who knows the laws of this area.

Specialist can also be a career counsellor on the school who learns about the topics of environmental protection in the field of economics.

The specialist has to have knowledge and experience of and proficiency in the area of expertise they will be presenting. Waste knowledge of waste decommissions, carbon footprint, and green office. Must be aware of the following sustainable goals and green deal.

The specialist must have knowledge of conducting and leading workshops with a specific target group, and motivate and enthuse participants with the topics presented.

## **5. Frame conditions**

Description of the learning environment:

All three workshops take place in a classroom (learning company), which is designed as an office.

## **5.1 Needed and recommended materials**

We use computers, the Miroboard application and worksheets. The participants use the mentioned Miroboard application to work in groups, because we want to avoid the use of paper and thus be more sustainable. Also, in one of the workshops, we use an online calculator to calculate the carbon footprint of traffic on the way to work, and at the end of the workshops, they fill out an evaluation questionnaire designed with Google forms.

## **5.2 Used and recommended teaching methods**

The moderator use and combine different methods for implementation. Each workshop consists of a frontal lecture, individual work and group work among the participants.

It includes the following teaching methods: explanations, demonstrations, discussions and testing. At the beginning of the first workshop, the moderator conducts an "ice breaking" exercise, aimed at getting to know each other, or to create a relaxed atmosphere and networking among participants. During the performance, the brainstorming method will also be used to help the participants come up with as many ideas as possible about the presented topics.

## **6. Structure of the learning workshop**

### **6.1 Content overview – learning topics**

Participants will learn about the decomposition process, the carbon footprint and the concept of a green office. Each workshop will include lectures as well as individual and group work. At the beginning of each workshop, they will get to know the theoretical framework of the discussed content and thereby acquire basic knowledge and understanding of decommissioning, carbon footprint and green office. Through group work, they will create solutions to reuse or recycle materials, how reduce the carbon footprint of traffic and create a plan for the green office.

## 6.2 Rough concept

	DAY 1	DAY 2	DAY 3
<b>TOPIC</b>	<b>Decommissioning</b>	<b>Carbon footprint</b>	<b>Green office</b>
<b>TITLE</b>	The importance of raising awareness about waste decomposition	Reducing the carbon footprint of the place where I work	A green office/classroom to promote efficient use of energy and resources and thereby reduce costs, encourages innovation and raises awareness of environmental problems among employees.
<b>ACTIVITIES:</b> <u>Theoretical activities</u>	<ul style="list-style-type: none"> <li>- Icebreaking</li> <li>-Presentation of the Workshop</li> <li>- Introduction to the topic of waste decomposition</li> <li>-Brainstorming/ conversation about what happens to waste when we throw it away?</li> <li>-Decomposition of waste generated in our workplace</li> </ul>	<ul style="list-style-type: none"> <li>-Presentation of the Workshop</li> <li>-Brainstorming</li> <li>-Introduction to the topic of the carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>-Presentation of the Workshop</li> <li>Brainstorming</li> <li>-Introduction to the topic of the green office</li> <li>-Identifying the three aspects the benefits/advantages it brings green office:               <ol style="list-style-type: none"> <li>1. for employee</li> <li>2. for the organization/company</li> <li>3. for the environment and the community</li> </ol> </li> </ul>

<p><b><u>Practical activities</u></b></p>	<ul style="list-style-type: none"> <li>-Group activity</li> <li>-The time frame for the degradation of materials- Which of the materials shown in the pictures decomposes first? It is necessary to classify them in order.</li> <li>-Debate about results.</li> <li>-Creation solutions to reuse or recycle materials, waste reduction and presentation of their solutions</li> </ul>	<p>Individual/Group activity:</p> <ul style="list-style-type: none"> <li>- Calculating the carbon footprint of traffic on the way to work (by using the calculator on the website)</li> <li>-Creation a plan for reducing the carbon footprint of traffic</li> <li>-Presentation of their plan</li> </ul>	<p>Group activity:</p> <ul style="list-style-type: none"> <li>-Creation of their own green office</li> <li>-Presentation of their green office and compare with Green Office criteria</li> </ul>
<p><b>OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>-Participants learn how long it takes to for each material to decompose and how they affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>-How to reduce the carbon footprint of traffic</li> <li>-Calculating the carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>-Developing guidelines for a green office</li> <li>-Shape new sustainable standards of quality</li> <li>-Education on the importance of a green office</li> </ul>
<p><b><u>HOW to control the success of the different working tasks</u></b></p>	<p>Evaluation questionnaire of the day's activity</p> <ul style="list-style-type: none"> <li>-The questions concern:</li> <li>Did they learn something new?</li> <li>How satisfied they were with the content of the workshop?</li> <li>Was the length of the workshop appropriate?</li> <li>How satisfied are they with the</li> </ul>	<p>Evaluation questionnaire of the day's activity</p> <ul style="list-style-type: none"> <li>-The questions concern:</li> <li>Did they learn something new?</li> <li>How satisfied they were with the content of the workshop?</li> <li>Was the length of the workshop appropriate?</li> <li>How satisfied are they with the workshop</li> </ul>	<p>Evaluation questionnaire of the day's activity</p> <ul style="list-style-type: none"> <li>-The questions concern:</li> <li>Did they learn something new?</li> <li>How satisfied they were with the content of the workshop?</li> <li>Was the length of the workshop appropriate?</li> <li>How satisfied are they with the workshop moderator?</li> <li>What would they change/add to the</li> </ul>



	workshop moderator?  What would they change/add to the workshop?	moderator?  What would they change/add to the workshop?	workshop?
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### 6.3 Fine concept – daily planning and detailed working tasks

The workshop will last three days:

#### 1st DAY: Decommissioning

At the beginning of the first workshop, we say a few words about the LWS project-Learning Workshop for Sustainable Environmental Protection. Then we present 3 topics, which will take place in the following days. We start with the icebreaking exercise to “warm up” the group and get to know each other.

First, we present how the workshop will take place. After that, we start with the presentation of decommissioning. The participant do a brainstorming about what happens to waste when we throw it away and consider how to decompose the waste generated in their workplace.

In the frame of practical activities, participants will work in a group. Based on the timeline, they sort a waste, which of them decomposes first and which the last (materials are shown in the pictures).

After the activity, they present their results and finally create solutions to reuse, recycle materials and reduce waste. They use the Miroboard application.

In the end they complete an online evaluation questionnaire about the workshop.

#### 2nd DAY: Carbon footprint

During the second day, the moderator first present the content of the workshop. After that we do the brainstorming about carbon footprint (to find out what knowledge the participants have about it). Then the moderator introduce the topic of the carbon footprint.

Afterwards, the participants calculate the carbon footprint of traffic on the way to work by using the calculator on the website <https://www.umanotera.org/izracunaj-svoj-ogljicni-odtis/> . Then we divide the participants into groups. They create and present a plan for reducing the carbon footprint of traffic on the way to them workplace (based on the template of the worksheet).

In the end they complete an online evaluation questionnaire about the workshop.

### **3rd DAY: Green office**

At the beginning of the third day moderator first present content of the workshop and the importance of a green office. After that participants do the brainstorming about green office. Then the moderator introduce the topic of green office and identify three aspect and benefits of how to enable green office (for an employee, organization and environment /community).

Practical activities include group work. We divide participants in a few groups, each group create their own proposal of green office on the Miroboard application.. After that they compare their proposal with Green Office criteria (European Green Office – Checklist).

At the end of activity, participants do an online evaluation of the workshop, a summary of the activity and what new they learned.

### **7. Organization an implementation of the learning workshop**

School Centre Nova Gorica organize workshop with pupils in the field of the commerce. We also collaborate with some teachers who advise how to use learning methods and about the implementation of the workshop. Together, we determine the exact time frame and step-by-step course of the workshop.

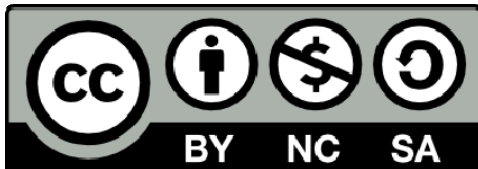
We want, that the workshop participants take away as much as possible and apply the acquired knowledge in practice, so the workshops will be both theoretical and practical.

After each conducted workshop, together with the specialist, we prepared a questionnaire, which the participants fill out, on the basis of which we will be able to find out the usability and diversity of the workshop and in what way it could be upgraded.

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