

GRETA – GREENING RESPONSES TO EXCELLENCE THROUGH THEMATIC ACTIONS

Self-assessment questionnaire

Kindly note that this is an easy-to-read version of the self-assessment questionnaire which must be completed online. This document is only meant to inform what questions are included in the questionnaire and to help respondents (e.g., managers and teachers with knowledge of the CoVE's greening initiatives) to prepare for its online completion.



Introduction

This questionnaire has been designed for Centres of Vocational Excellence (CoVEs) participating in the project Greening Responses to Excellence through Thematic Actions (GRETA). It will enable CoVEs to outline their current status in terms of 'going green'.

The completed questionnaires will provide important information to be shared in the GRETA peer learning community and inform the establishment of the peer learning groups that will meet online in the beginning of February 2022. Furthermore, responses to the questionnaire will inform the action plans to be devised for each CoVE as part of the peer learning process in GRETA.

It is therefore essential that each participating CoVE fills out the questionnaire in a thorough manner and submits it by 22 December.

Throughout the questionnaire, the terms 'going green' and 'green skills' are used repeatedly. For the purpose of this questionnaire, the two terms shall be understood as described below:

- ***Going green*** refers to the process of making CoVEs more environmentally sustainable. This can be achieved by increasing efforts to provide learners with 'green skills' (see definition below). It can also involve the development or implementation of measures that help make a VET provider more environmentally sustainable as an organisation (e.g., by introducing more sustainable energy consumption or waste management on its campus).
- ***Green skills*** are those skills needed to develop and support an environmentally sustainable and resource-efficient society. At a basic level, these skills include general knowledge and abilities helping to minimise environmental impacts. Green skills also refer to specific task-oriented skills that can help make traditional occupations more sustainable or lead to new occupations within the green economy.

Structure of the questionnaire

The questionnaire covers the following six dimensions related to greening CoVEs as well as the skills they provide:

- A – Strategies for going green
- B – Providing green skills through the curriculum
- C – Enabling teachers and trainers to promote green skills
- D – Collaborating with outside stakeholders on going green
- E – Funding green initiatives
- F – Indicating objectives for the peer learning activities

In each of the dimensions above, you will be asked to rate specific statements in terms of the extent that they apply to your CoVE. Every time a statement is presented, you can select one of the options listed below to give your response:

- Yes (i.e., we do it already)
- To some degree (i.e., we do it only partially)
- No (i.e., we don't do it)
- Not relevant
- Don't know

*If the answer is "yes" or "to some degree", then the CoVE is invited to elaborate.
If the answer is "no" or "not relevant", the CoVE is prompted to describe why not / why this is not relevant.*

Background Information

Please provide some background information on your CoVE.

Name of the CoVE:

Country:

Sectors covered by the CoVE:

Approximate number of full-time students at the CoVE:

Approximate number of teachers at the CoVE:

What are the sources of financing for the CoVE?

(You can choose multiple options.)

- (1) State
- (2) Regional / municipal authorities
- (3) Public training funds
- (4) Private associations and companies
- (5) Student fees
- (6) Other sources (please state which) _____

Name of contact person:

Email:

Telephone:

Link to website:

Other relevant background information:

A - Strategies for going green

A1) The CoVE has strategies stating specific goals in support of going green (e.g., in regard to greening the campus or strengthening the provision of green skills).

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

A1a) Please describe the goals in support of going green and why they are being focused on.

A1b) Please describe why not, or why this is not relevant.

A2) Please describe what the CoVE's strengths are in regard to developing strategies for going green.

A3) Please describe what (if any) challenges the CoVE experiences in regard to developing strategies for going green.

B - Providing green skills through the curriculum

B1) The CoVE offers one or more training programme(s) providing learners with skills for greening existing occupations.

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

B1a-i) Please state for which sectors and occupations the CoVE offers training programmes that provide learners with green skills.

B1a-ii) Please describe the learning outcomes of the relevant training programme(s) and how they contribute to greening existing occupations.

B1b) Please describe why not, or why this is not relevant.

B2) The CoVE provides training leading to new occupations within the green economy (e.g., solar panel installer, recycling worker or environmental manager).

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

B2a) Please name and describe the training programme(s):

B2b) Please describe why not, or why this is not relevant:

B3) The CoVE is adapting its curriculum and developing new training programmes to strengthen its provision of green skills.

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

B3a) Please provide some examples of developed training content and learning outcomes that provide learners with green skills (e.g., knowledge on setting up technical equipment to minimise raw material use or skills related to energy-efficient production methods).

B3b) Please describe why not, or why this is not relevant.

B4) The CoVE has the autonomy to design its own curriculum in regard to providing learners with green skills (i.e., has a certain degree of freedom to set different targets for learning than those stated in the national curriculum).

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

B4a) Please describe to what extent the CoVE can design its own curriculum in regard to providing learners with green skills.

B4b) Please describe why not, or why this is not relevant.

B5) Please describe the CoVE's strengths in regard to providing green skills through the curriculum.

B6) Please describe what (if any) challenges the CoVE experiences in regard to providing green skills through the curriculum.

C - Enabling teachers and trainers to promote green skills

C1) The CoVE supports the ongoing development of teacher and trainer competencies to provide learners with green skills.

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

C1a) Please share some examples of the competencies teachers and trainers are provided with as part of their ongoing training.

C1b) Please describe why not, or why this is not relevant.

C2) Please indicate by using the list below how teachers and trainers at the CoVE receive ongoing training that helps them to provide learners with green skills.

	Yes	No / not relevant
Through external training providers	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
Through industrial partners (e.g, providers of technologies and products)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
Through public-private partnerships	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
Through participation in (inter)national projects	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
Through self-learning (e.g, using relevant online platforms)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
Through peer-learning from colleagues	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>

C3) Teachers and trainers at the CoVE are empowered to work together on developing new approaches to providing green skills.

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

C3a) Please describe how and state examples where possible.

C3b) Please describe why not, or why this is not relevant.

C4) Please describe what the CoVE's strengths are in regard to enabling teachers and trainers to provide green skills.

C5) Please describe what (if any) challenges the CoVE experiences in regard to enabling teachers and trainers to provide green skills.

D - Collaborating with outside stakeholders on going green

D1) Please indicate by using the list below, which of the following types of outside stakeholders the CoVE collaborates with in regard to going green.

	Yes	No / not relevant
Research Institutes	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
Other training providers	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
Industry or sector associations	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
Employers	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
Local Government	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
International organisations / projects	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>
Other stakeholders (e.g., NGO's)	(1) <input type="checkbox"/>	(3) <input type="checkbox"/>

D1a) Please describe which stakeholder(s) the CoVE collaborates with as well as the purpose of such collaborations (e.g., are employers involved in the design of training content and the curriculum or involved in the provision of training and apprenticeships, etc.).

D1b) Please describe why not, or why this is not relevant.

D2) Please describe what the CoVE's strengths are in regard to collaborating with outside stakeholders in support of going green.

D3) Please describe what (if any) difficulties and barriers the CoVE experiences in regard to collaborating with outside stakeholders in support of going green.

E - Funding green initiatives

E1) The CoVE has allocated some of its financial resources to fund initiatives in support of going green (e.g., invested in green technologies or ongoing teacher training to promote green skills).

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

E1a) Please describe the initiatives and how they are being financed.

E1b) Please describe why not, or why this is not relevant.

E2) The CoVE has received additional funding to finance specific greening initiatives.

- (1) Yes (i.e., we do it already)
- (2) To some degree (i.e., we do it only partially)
- (3) No (i.e. we don't do it)
- (4) Not relevant
- (5) Don't know.

E2a) Please describe who provided the funding and the initiatives financed by it.

E2b) Please describe why not, or why this is not relevant.

F - Indicating the objectives for the peer learning activities

This last section aims to establish what the CoVE would like to get out of its participation in GRETA by indicating which areas related to going green the CoVE wants to prioritise.

F1) Please rank the focus areas listed below in regard to how important they are to the CoVE (with 1 being the highest and 7 being the lowest priority).

	1	2	3	4	5	6	7
Developing strategies with specific goals in support of going green	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Initiatives helping to green the CoVE as an organisation	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Providing skills for greening traditional occupations through the curriculum	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Providing specific green skills for new occupations through the curriculum	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Enhancing teacher training on how to provide green skills	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Strengthening collaboration with outside stakeholders on going green	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Allocating funding in support of going green	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

F1a) Please describe, why the two areas ranked highest are the most important to the CoVE and prioritised over others.

F2) Please name the area(s) related to going green in which the CoVE has reached a level of excellence and describe why the CoVE can be considered excellent in the mentioned area(s).

**F3) Please use the list below to indicate in which focus area(s) the CoVE would particularly like to receive support from its peers.
(You may choose between 1-3 options.)**

- (1) Developing strategies with specific goals in support of going green
- (2) Initiatives helping to green the CoVE as an organisation
- (3) Providing skills for greening traditional occupations through the curriculum
- (4) Providing specific green skills for new occupations through the curriculum
- (5) Enhancing teacher training on how to provide green skills
- (6) Strengthening collaboration with outside stakeholders on going green
- (7) Allocating funding in support of going green

F4) Please share any additional comments in regard to what the CoVE would like to get out of its participation in the peer learning activities.

Please be aware that the questionnaire is to be completed online. Information on how to gain access to the online questionnaire has been provided in an email by ETF. However, if you experience any difficulties in this regard, relevant contact information is provided in the 'Manual for peer review visits'.