

# COMPETENCIES FOR THE PLANET

The competencies were developed within the framework of an international consortium in the project "Eco-Active for Planet"



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On the following pages, you will find a description of ecological competencies elaborated by organizations participating in the "Eco-Active For The Planet" project. Working in a multinational team, we were able to prepare a set of competencies taking into account cultural and socio-economical differences and their impact on developing ecological competencies across European nations. Those factors are also essential when working with groups on developing their eco-competences.

As you will be able to see on the next pages, the competencies are organized visually in a form of a fan. Based on the level of advancement, they are grouped into two levels:

**Basic level** – For people who want to make more ecological choices in their everyday lives. We believe that systemic change begins at home.

**Trainer level** – For people who want to work on changing attitudes and promoting ecological values. This is also the level of competence for activists and professionals who work with groups, on a more systemic level.

Competences on each level are divided into three types: **knowledge**, **skills**, and **attitudes**, but also according to the field of impact:



Competences concerning an individual, everyday solutions



Competences concerning interdependencies within communities



Competences concerning overall rules, regulations, and policies

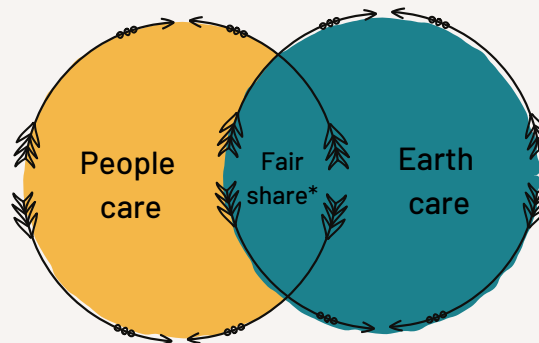
All competencies are then cross-divided according to type and category (e.g. knowledge needed to tackle interdependencies between communities or skills needed to tackle rules, regulations, and policies). We also provided accompanying examples for each set of competencies.

Values are the basis of all ecological competencies. Applicable values have been added at the top of each set of competencies.

# Key ethical values of ecological competencies for planetary health

The civic activism for just transition to the planetary health starts with ethical choices in all dimensions of our lives. Though citizens are encouraged by our Eco-competencies Framework to improve their knowledge, skills, and attitudes, inevitably trainers shall be the ones who have a better understanding of the complexity of interlinkages between social, economic, and environmental problems. They are also the ones to lead by example to a better world.

The competencies presented here are related to three elementary ethical values, that are outlined in permaculture principles, but can be found in all broader canvas of spiritual and philosophical traditions around the globe.



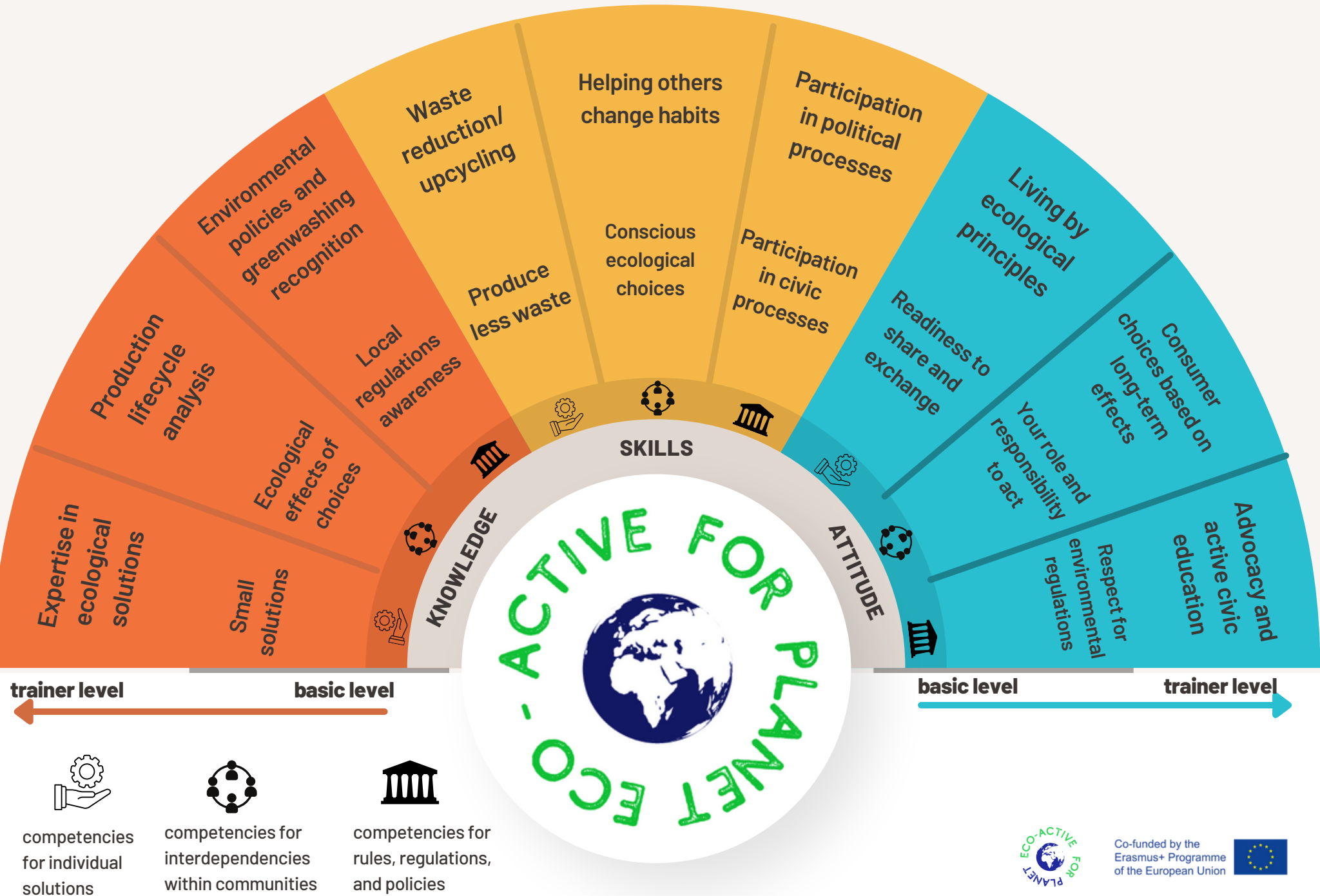
\*Fair share - set limits to consumption and reproduction, and redistribute surplus



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# ECOLOGICAL COMPETENCIES FOR PLANETARY HEALTH



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# KNOWLEDGE

## TRAINER

## BASIC

LOCAL REGULATIONS  
AWARENESS

ECOLOGICAL EFFECTS  
OF CHOICES

SMALL SOLUTIONS



EXPERTISE IN  
ECOLOGICAL SOLUTIONS

PRODUCTION LIFECYCLE  
ANALYSIS

ENVIRONMENTAL POLICIES  
AND GREENWASHING  
RECOGNITION

# KNOWLEDGE OF INDIVIDUAL SOLUTIONS



KEY VALUES: SUSTAINABILITY, SELF-AWARENESS, CREATIVITY

## Small solutions

basic level

trainer level

## Expertise in ecological solutions

Knowledge of everyday life “small” solutions to be more environmentally conscious

- Knowledge of the small gestures or changes you can implement in your everyday life within your household, like using less or no plastic, eating seasonal, local and organic food, implementing some zero-waste practices, etc.
- Knowledge about conscious consumption of food with regard of its impact on health and environment.

### Definition

Knowledge based on scientific findings on eco-friendly solutions that can be implemented by individuals and on micro and macro level

### Examples

- Following current scientific findings on how lifestyle changes can mitigate adverse impacts to the environment and what alternatives to usual behavior are the most effective ones.
- Running trainings or workshops on how to develop eco-habits at home and in your everyday life, sharing your tips and experience.
- Understanding the economical background of energy distribution on micro and macro level. Understanding its consequences on the environment and economy.
- Knowledge of sustainable and ecological food production. Understanding what kind of everyday choices can be made, aimed at more eco-friendly solutions (e.g. favoring local produced foods).
- Promoting a healthy diet (meat, sugar and fat are risks in every level). Understanding that healthy diet reduces the environmental footprint of food consumption globally.



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# KNOWLEDGE OF INTERDEPENDENCIES WITHIN COMMUNITIES



KEY VALUES: RESPONSIBILITY, INTEGRITY, INCLUSIVENESS

## Ecological effects of choices

basic level

trainer level

## Production lifecycle analysis

Understanding of ecological effects of peoples' everyday activity

### Definition

Understanding of local and global, positive and negative ecological effects of peoples' activity

### Examples

- Understanding the principles of environmental footprint and how it is formed by actions in everyday life. Being able to calculate one's own footprint and act towards limiting it.
- Making environmentally friendly choices in everyday consumption. Recognizing eco labels.
- Being aware of how everyday actions influence environment in both positive and negative ways. Knowing what lifestyle changes can mitigate adverse impacts to the environment and what alternatives to usual behavior are most effective.
- Understanding the circular economy principles, especially "prevention of waste part of the cycle". Focusing on the potential of production/purchase of products or services with the best possibilities for re-use and recycling. Thinking about re-use as the tool for community support.

- Make the social and ecological interdependencies visible and be better able to take into account biological diversity and ecosystems in sustainable development.
- Staying up-to-date with scientific data and current experts debate on how people's activity influences the environment both positively and negatively.
- Understanding the product lifecycle - manufacturing, transport, re-use. Knowledge about so-called green materials and being able to make informed choices.



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# KNOWLEDGE OF RULES, REGULATIONS, AND POLICIES



KEY VALUES: PARTICIPATION, SOLIDARITY, SUSTAINABILITY

## Local regulations awareness

basic level

trainer level

## Environmental policies and greenwashing recognition

Knowledge of ecological problems and regulations on local level

Knowledge of ecological problems and regulations on international level

### Definition

### Examples

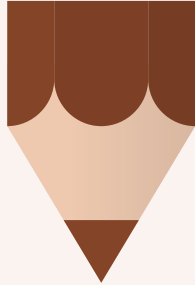
- Knowledge of local debates with an environmental angle such as waste, water, energy policies.
- Following local and national media and authority announcements, discussing with neighbours.
- Following (and preferably participating in) local “ecoactive” initiatives in the neighborhood.

- Following general political debates and key events (important elections/votes/summits) and understanding decision-making processes and actors
- Following political debates and legislative developments regarding environmental policies, but also farming, practices and land-use, energy policies, waste reduction policies, transport and trade policies, etc., by reading articles, listening to experts, always being open to learn more.
- Demanding reasoning and proof of product’s ecological value. When in doubt, in many countries (e.g. in Finland) one can always contact Consumer Agency for reliable information.
- Recognizing signs of greenwashing (and other ecologically dishonest practices) and sharing the information for example by volunteer work, influencing, climate coaching.

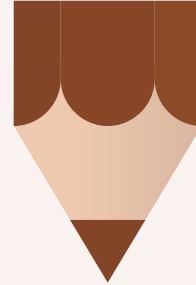


# SKILLS

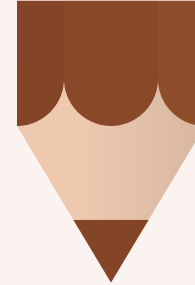
## TRAINER



WASTE  
REDUCTION/  
UPCYCLING

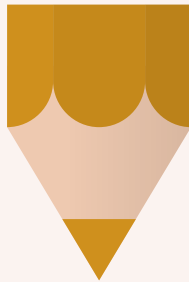


HELPING OTHERS  
MODIFY HABITS

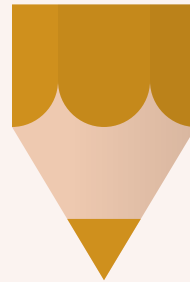


PARTICIPATION IN  
POLITICAL  
PROCESSES

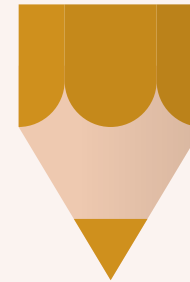
## TRAINER



MINIMIZING WASTE  
PRODUCTION



CONSCIOUS  
ECOLOGICAL  
CHOICES



PARTICIPATION IN  
CIVIC PROCESSES



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# SKILLS FOR INDIVIDUAL SOLUTIONS



KEY VALUES: CONSIDERATION, SELF-AWARENESS, CREATIVITY

## Produce less waste

basic level

trainer level

## Waste reduction/ upcycling

Be able to produce less waste and to recycle

### Definition

Understanding the product lifecycle, being able to reduce consumption.

### Examples

- Understanding the importance of waste segregation. Being able to identify common recycling marks and properly segregate waste.
- Reducing consumption by using more environmentally friendly products and services. Avoiding wasting by using optimal amount of materials, food etc. More value with less stakes.
- Being able to plan adequate quantity and quality of food for routine everyday cooking, including decisions on regional/global products, community/tax based production, environment and climate impacts of food production, etc.

- Understanding the product lifecycle - manufacturing, transport, re-use. Recognizing the so-called "green" materials and being able to make informed choices.



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# SKILLS FOR INTERDEPENDENCIES WITHIN COMMUNITIES



## KEY VALUES: INCLUSIVENESS, COLLABORATION, CARE

### Conscious ecological choices

basic level

trainer level

### Helping others change habits

Being able to think critically and make eco-friendly decisions in everyday life

#### Definition

Raising awareness and educating local community on eco-lifestyle

#### Examples

- Being able to choose better possibilities with lower adverse impacts on environment, which are simultaneously best ones when assessing "costs" for the standard life and benefits for the environment.
- Understanding how marketing is often creating overly positive picture of their business and activities. One should recognize official, reliable ecolabels and be able to differentiate between real and not real environmentally friendly products.

- Being able to plan and run adequate educational path for particular target group aiming on developing particular elements of eco-lifestyle.
- Actively promoting a mindset that disregards materialism.



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# SKILLS FOR RULES, REGULATIONS, AND POLICIES



## KEY VALUES: AWARENESS, RESPECT, ACTION

### Participation in civic processes

basic level

trainer level

### Participation in political processes

Participation in socio-political processes related to ecology in the neighborhood

#### Definition

Participation in socio-political processes related to ecology on local and regional level

#### Examples

- Taking part in local democratic processes (voting during elections, civic budget votes, etc.)
- Researching candidates based on the environmental impact of their programme. Making informed choices.

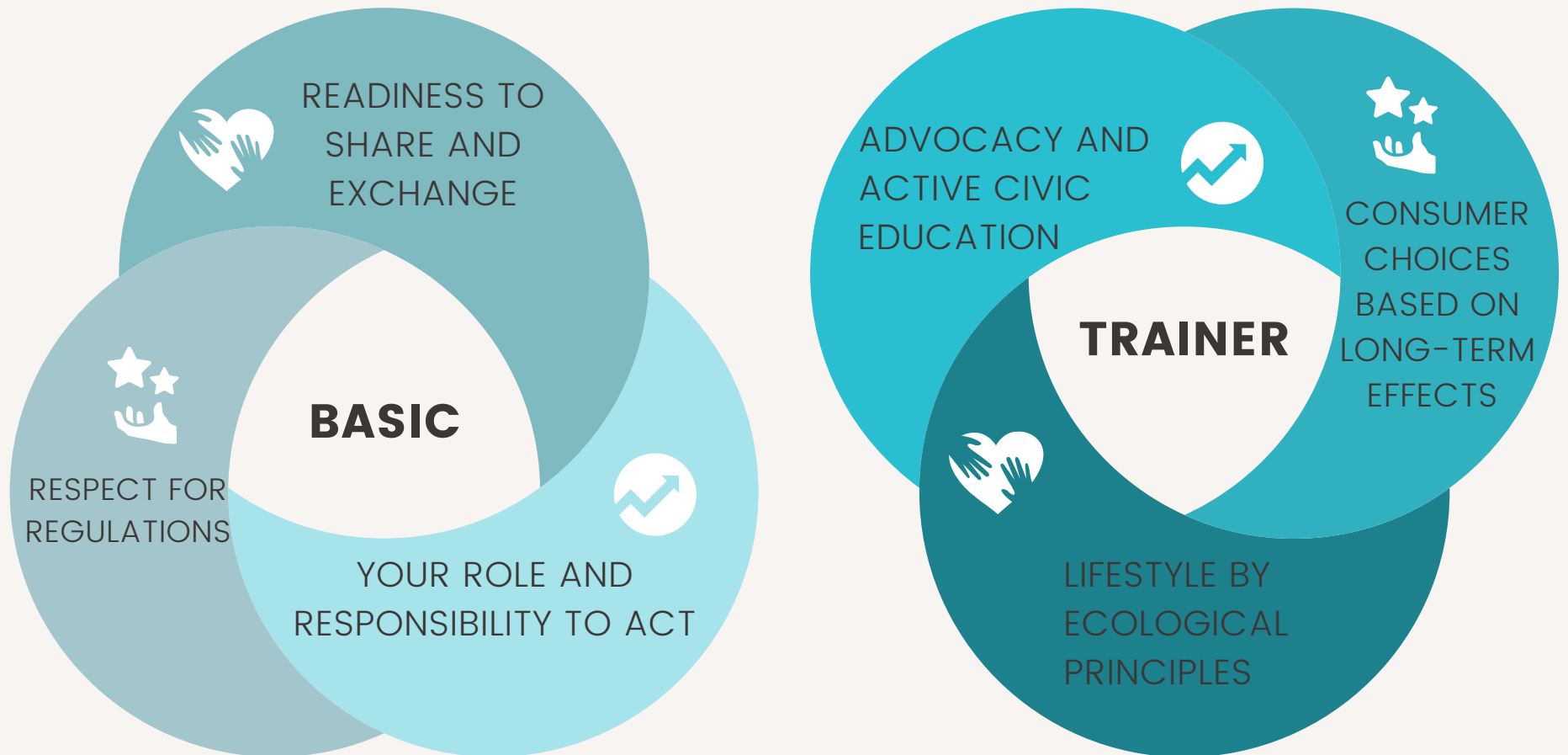
- Joining or organizing campaigns to change local or regional policies.
- Contacting decision-makers, being vocal and active on social media and in the community.
- Practicing civic disobedience when needed.



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# ATTITUDES



# ATTITUDE FOR INDIVIDUAL SOLUTIONS



KEY VALUES: LOVE OF NATURE, SUSTAINABILITY, CREATIVITY

## Readiness to share and exchange

basic level

trainer level

## Lifestyle by ecological principles

Being able to live according to some principles of eco-lifestyle

### Definition

Being able to live eco-lifestyle

### Examples

- Spending leisure time in nature with others to show them the alternative and attractive lifestyle. Involving children in such activities helps them understand that wealth does not consist of things, but relations both in family and community.
- Adopting sharing and exchanging as one of the main principles of community life.
- Mitigating one's impact on the environment by limiting the use of products and services.

- Spending as much time as reasonably possible in nature during work time - preferring field workshops, excursions, and other activities to presentations of nature principles in buildings, especially in towns.
- Conduct with consideration of the environment as an imperative in all behaviors and decisions.
- Understanding nature's (eco)systems and ecological principles.



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# ATTITUDE FOR INTERDEPENDENCIES WITHIN COMMUNITIES



## KEY VALUES: RESPONSIBILITY, MOTIVATION, COLLABORATION

### Your role and responsibility to act

basic level

trainer level

### Consumer choices based on long-term effects

#### Definition

Being aware of your own impact on environment and try to actively reduce it

Being aware of long-term effects social decisions and being able to propose the changes in policies to reduce the impact on the planet

#### Examples

- Keeping in mind the bigger picture of environmental and climate emergency and its impact on people everywhere, and acknowledging one's own role and responsibility to act.
- Understanding that even something as small as buying a cheap pair of jeans has a much bigger environmental impact than one would suspect.
- Adopting a minimalism way of thinking. Thinking more about the importance of direction than the speed when making decisions.
- Reducing consumption by using more environmentally-friendly products and services. Avoiding and reducing waste by using optimal amount of materials, food, etc. More value with less stakes.

- Using the big picture to focus on long-term goals: what are the changes that need to happen to reverse the current trends? When politicians focus on small measures happening now, keep in mind which more important and long-term measures are also required to address this unprecedented challenge.
- Depending consumer choices on their long-term effects for the environment.
- Understanding the importance of the long term impact of one's role as a trainer or activist. Power and responsibility go hand in hand.
- Planning and running educational activities concerning people's wellbeing and eco-friendly solutions. Valuing human relations instead of money relation.



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# ATTITUDES FOR RULES, REGULATIONS, AND POLICIES



KEY VALUES: NEED FOR SOCIAL JUSTICE, CONSIDERATION, TRUST

## Respect for environmental regulations

basic level

trainer level

## Advocacy and active civic education

Respect for environmental regulations

### Definition

Active participation in law-making process

### Examples

- Respecting rules already in place and encouraging others to do so as well.
- Voting for policies and candidates that act in favor of the environment.

- Taking part in assemblies and consultation processes organised locally, nationally, or even at international levels.
- Making one's voice heard - individually or through a group.



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# How to assess and diagnose ecological competencies

These are leading questions based on competences shown before. You can use them as an auto-diagnostic tool for assessing the level of your own eco-competences. You can treat them as signposts or a checklist that can help you identify the areas where you have strong competences as well as weaker points that still need developing.

These questions can also be treated as a basis for a pre-test to be filled by the participants of your training, workshops or other educational activities. If a pre-test cannot be conducted, you can find some examples of diagnostic activities that can also serve as warm-ups for workshop groups and help trainers assess the level of eco-competences "on site".



# Self-assessment of ecological competencies

## INDIVIDUAL SOLUTIONS

## INTERDEPENDENCIES BETWEEN COMMUNITIES

## RULES, REGULATIONS, AND POLICIES

To what extent are you aware of eco-friendly solutions that can be implemented by individuals in everyday life? Is your knowledge science-based?

Can you recognize the impact of individuals on local and global environment? What kind of interdependencies do you recognize?

Are you aware of ecological regulations and policies that affect people both on local and national levels? Do you understand the purpose of these regulations?

How do you limit the amount of waste you produce? Are you able to actively reduce this amount e.g. by adopting the "5R" rule (Refuse, Reduce, Reuse, Recycle, Rot)?

Do you constantly develop habits that are more ecological? Do you help others in adapting to a more ecological lifestyle?

Do you take part in campaigns aimed at implementing more ecological policies and regulations? Are these campaigns local or have a broader impact?

Do you include nature and ecology in your everyday activities? Is ecology a priority to you?

When making everyday choices, do you take into account their long-term consequences for the ecology and environment? Do you actively promote eco-friendly choices?

Do you obey and respect ecological rules and policies? Do you take part in ecological law-making process?



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# Group competence assessment

## CONSTELLATION

Participants & time	10-100 people, 10-50 minutes
Goal	Visualize and discuss levels of eco-competence in individuals and the whole group
Additional materials	Microphone and speakers (for a larger group)
Preparation	Prepare questions
Instructions	<p>Set and explain the "scale" in the room - one end means "strongly agree", the opposite "strongly disagree". Hang cards saying "AGREE/DISAGREE" or "YES/NO" on the ends of the "scale". Ask people to place themselves on the scale according to their answer to the questions. The questions need to present a gradually deeper "dive" into a chosen subject. Here are some sample questions on the topic of greenwashing:</p> <ul style="list-style-type: none"><li>• Do you know what greenwashing is?</li><li>• Can you give an example of greenwashing?</li><li>• Can you explain and elaborate on why greenwashing is harmful?</li><li>• Can you give a training about GW?</li><li>• Can you give a lecture about GW?</li></ul>
Evaluation	Discuss about the overall picture (constellation) formed by the participants answers and how it changed with each question. Ask about emotions and thoughts.
Tips & comments	You can perform this exercise at the start and at the end of the training to analyse the change that happened and the impact of the process.

# Group competence assessment

## WHAT COMES TO MIND?

Participants & time	Around 20 people, 10-30 minutes
Goal	Assess participants' knowledge about the topic of workshop
Additional materials	Flipchart, pens, tape
Preparation	None is necessary
Instructions	<p>Set a word or a phrase connected to the topic of the workshop. Write it down on a flipchart or board.</p> <p>Invite participants to reflect individually on what this word or phrase means to them. Encourage them to write down their reflections.</p> <p>As the time progresses, discuss in pairs, then in fours, eights. In plenary, participants speak out and facilitator writes keywords on the flipchart.</p>
Evaluation	Discuss the emotions and thoughts of participants. How much their reflections are in line with the topic of the workshop?
Tips & comments	<p>This exercise enables trainers to quickly assess the level of ecological competences in the group. It also helps the trainer to adapt the content, communication style or method that would be best suited for a given group.</p> <p>You can also think about starting the exercise with your own reflections on a chosen topic.</p>