Green Skills in Western Balkans

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VET provider, Technical upper secondary school, Tradium, Randers

Coordinator VET provider, Social & Health SOSU Østjylland, Aarhus

Secondary vocational education Stichting Landstede, Zwolle

European Forum of Technical and Vocational Education and Training, Brussel

EDU-VET – Vocational training centre or organisation Šolski center Kranj – Kranj

1) VET College Centro de Formación de Administración y Hostelería, S.L. San Sebastian

Small Medium Enterprise / Vocational Education Centre STANDO LTD, Nicosia

Evaluator Errotu, San Sebastian

VET school High school of Metalworking crafts. Sarajevo

Secondary Vocational School of Electrical Engineering “Vaso Aligrudic”, Podgorica

Upper secondary technical school “Rifat Gjota”, Peje

VET Center Alternative Pro, Tirana

VET Public School “Hamdi Bushati” Shkodra

VET Public School “Hysen Cela” Durrës.
VET for Western Balkans

The "VET for Western Balkans" project aims to contribute to the improvement and modernization of VET systems in four partner countries in the Western Balkans: Albania, Bosnia and Herzegovina, Montenegro and Kosovo, and reinforcement of the links between VET and labour market.
Green examples from your VET organisation
(10 minutes)
WB GREEN SITUATION

• Low level of awareness of the importance of environmental protection
  
  • For example: Low level of awareness about recycling
Competences of VET teachers in WB

• Teachers’ competences lead to students competences

• Examples 8 competences - modernisations of VET: green skills in their subject
Integration of green skills in MNE VET school

EcoPoints
Green Steps Through the Digital World

Team from Montenegro
Assignment

• Workshop
• Work in group
• Questions for discussion
  • Are the teachers of your organisations well prepared to teach green skills to the students? What needs to be improved?
  • How can the training in green skills be an integrated part of VET topics?

• Task – How can your institution contribute to wider use of EcoPoints?
Presentation of group work

Group 1
Tvcccccc

Most of teach are aware. Important that organis has a vision. Green skills are part of daily teaching life. Impact on envirom. Close cooperation with companies. Digital needs more energy bcs data center – difficult to find solution.

Group 2

Group 3
Change mindset. Sustain not as separate thing but part in curricula. UNESCO school – every team of teacher make visible goal they attacking. For ex. Domestic ingr, local. Max 20% of meal can have fish or meat.

Mindset – In DK - the same

Group 4
Dif. Countries – in SLO teach. Not prepared to teach GS but government start project to prepare and train teachers and students. In DK is different – students and teachh working together for sustainability. Open minded for new thing. In Greece – in good point of awerness of importance. It start with teachers and head of schools.

Group 5
Teachers not prepared, not aware of green elements they already using.

Group 6
Teachers need to be focus in every proffesion – big database developt for project managers how project be implemented in a green way, organise meetings, deseminate – good way to integrate.
CONCLUSIONS

• In order to save our landscapes we must include green skills in education

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