



Greening TVET

# Greening for a Sustainable Environment

Submitted by MCAST, Malta

**BILT Innovation and Learning Practice**



This initiative addresses Greening TVET, which describes the development of knowledge, skills and attitudes that foster a culture of sustainable practices in the community, the workplace, and the institutional setting. Greening for a Sustainable Environment aims to raise awareness in students and teachers from vocational or academic backgrounds concerning the concept and economics of Greening TVET and societies. This is achieved via an accredited training module that can be included in any VET curricula, or studied as an independent programme. The initiative is implemented under the EU Erasmus+ Project, 2018-1-MT01-KA202-038471.

- Start date: 09/2018  
End date: 08/2021
- Type of implementing institution:  
Governmental Organization or affiliated
- Target group:  
TVET learners, TVET teachers, communities
- Participating countries: Malta, North Macedonia,  
Greece, Spain

## MCAST, Malta

Established in 2001, the Malta College of Arts, Science and Technology (MCAST) is the leading vocational education and training institution in the country. MCAST offers 180 full-time and over 300 part-time vocational courses ranging from certificates to Master's degree. MCAST supports small and medium-sized enterprises through a multidisciplinary approach, which encompasses work-based learning through an Apprenticeships Programme and various entrepreneurship initiatives active in Malta.



Erasmus+

## Description of activities

Greening for a Sustainable Environment is an EU Erasmus+ project (Key Action 2: Cooperation for innovation and the exchange of good practices) that includes implementation guidelines for aligning TVET curricula to Greening and the Sustainable Development Goals. Project outputs are created and implemented by the international partners as a team and hence reflect their specific national scenarios.

## Added value

### What current challenges does your initiative address?

The initiative addresses several current challenges, including how to:

1. Raise the awareness of Greening issues across all TVET disciplines and linking them to SDG priorities,
2. Disseminate knowledge, and delivering accredited training related to Greening,
3. Include Greening across all TVET curricula through the design, development, and deployment of an accredited module that can be included in any TVET course curriculum or taught independently,
4. Provide up-skilling for TVET teachers in relation to Greening and environmental issues, and
5. Provide outreach and relevant information for TVET learners and their local communities in Greening.

### Why is this initiative a success?

The Greening for a Sustainable Environment initiative

addresses an identified need at the national level for TVET curricula that focus on Greening in TVET training courses, and inclusion of information concerning the Sustainable Development Goals. Other elements contributing to the success of the initiative include the focus on the effectiveness of the teaching process and up-skilling of teachers to prepare them to address these key issues.

### What is the added value of this example?

The training module provides answers as to why Greening is important, what can be done to support Greening, and how Greening can be accomplished. It introduces the economics of Greening as well as aspects about renewable energy, resources and the environment.

Because this initiative is a collaboration by four European countries, the outputs are collectively implemented, and the end results reflect the specific needs of each country. This level of contextualization indicates that a core learning module in Greening can be developed and then adapted with minimal effort for specific environments.

Specific outputs include (all available to the public at the end of 2021):

- 1 – An accredited training module for learners called Greening for a Sustainable Environment at European Qualifications Framework (EQF) Level 4
- 2 – A Teachers' Training Module to increase the effectiveness of the teaching process for Output 1
- 3 – A Teachers' Toolkit for use in the teaching process
- 4 – A "Greening in TVET" website and logo
- 5 – A "Greening in TVET" app
- 6 – A "Greening the Campus" initiative across the partner institutions with the goal of creating an informative guidebook on the subject for other TVET stakeholders

## Impact on curricula

### What implications does this example have for current or future curricula?

The project has a direct impact on TVET curricula through the development of an accredited training module that can be included in any TVET training course with minimal contextualization. This includes teacher training and preparation for the delivery of the training module.

### How does this example impact TVET systems?

This example has impact at the institutional and systemic level due to MCAST's accreditation of curricula. There are international level implications for this initiative as a successful example of multi-stakeholder cooperation to address TVET issues and produce locally contextualized outputs in a recognized area of high importance such as Greening.

### How does this example respond to industry and social demands?

For industry, this initiative is important because employees who are aware of Greening and sustainability issues, and who are socially conscious, can be a driver for increased efficiency and productivity, leading to higher competitiveness. This responds to societal demands for raising the awareness of issues relating to Greening and promoting a sustainable society for future generations, within the context of the Sustainable Development Goals.

## Transferability

### Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

The unit is designed in such a way that it is universally applicable to European and Maltese Qualification Frameworks for Level 4 learners, regardless of their course of study or if they are vocational or academic learners. In order to achieve this, the unit design was oriented to teach about the fundamental principles of Greening, before proceeding to engage the learners via practical case studies. By design, the outputs are intended for replication and contextualized use for other TVET stakeholders.

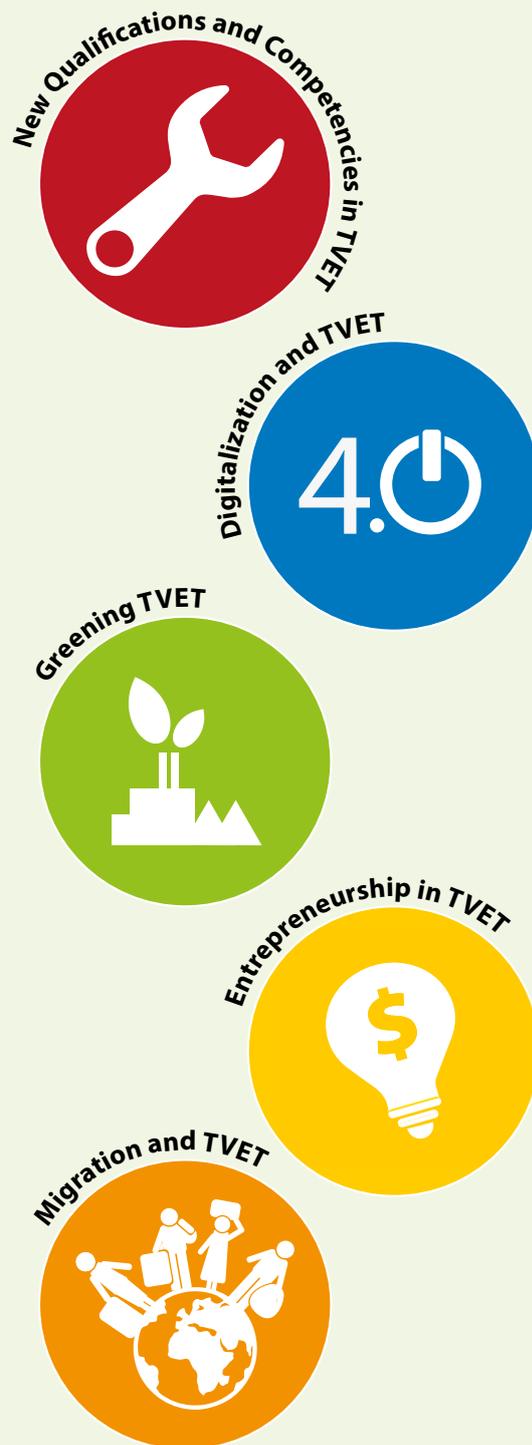
### What challenges do you see if transferred to another context?

Some adaptation is required for other country contexts, but the initiative provides examples of how this was achieved in four European countries, and these learning materials will be made available for free use at the end of 2021 in English, Greek, and Spanish.

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[www.mcast.edu.mt](http://www.mcast.edu.mt)

Part of the BILT project involves collecting *Innovation and Learning Practices\** that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



\*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

For more information, please visit [www.unevoc.unesco.org/bilt](http://www.unevoc.unesco.org/bilt) or contact us at [unevoc.bilt@unesco.org](mailto:unevoc.bilt@unesco.org)

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