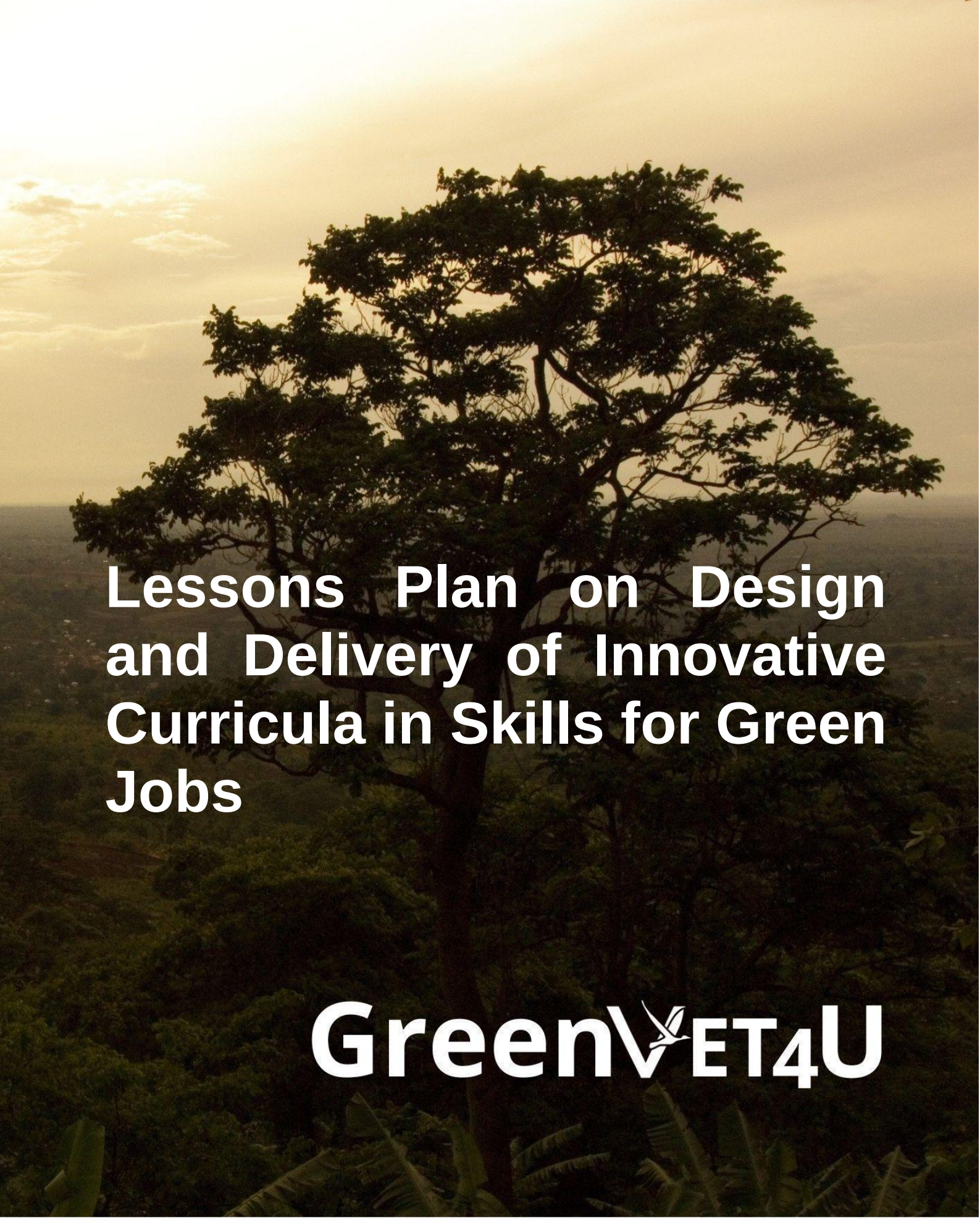


Lessons Plan on Design and Delivery of Innovative Curricula in Skills for Green Jobs

GreenVET4U

Co-funded by the European Union

Project No.: 101129455 – ERASMUS-EDU-2023-CB-VET

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GreenVET4U

Building the capacity of VET providers and private entities to cooperate designing and delivering innovative curricula in skills for Green Jobs in Uganda

greenvet4u.eu

Lessons Plan on Design and Delivery of Innovative Curricula in Skills for Green Jobs

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Index

Introduction **6**
Introduction to the GreenVET4U project 6
Introduction to the Competence Matrix 6
Competence Areas 7
Lesson Plan 7
Teaching plan and practical activities **9**
Area 1. Building business-education partnerships for curriculum design and work-based learning delivery 10
Unit 1.1 - Facilitating strategic collaboration between VET providers and businesses for co-designing curricula 10
Teaching Plan 10
Practical activities 12
Unit 1.2 - Coordinating and managing work-based learning placements with business partners 15
Teaching Plan 15
Area 2. Identifying skills for green jobs 20
Unit 2.1 - Identifying labour market needs for green jobs in Uganda's local and national contexts 20
Teaching Plan 20
Practical activities 22
Unit 2.2 - Mapping green skills frameworks and translating them into occupational profiles 25
Teaching Plan 25
Practical activities 27
Area 3. Introducing green entrepreneurship skills in curricula 30

Unit 3.1 - Embedding entrepreneurial mindsets for green jobs into curriculum content 30

Teaching Plan 30

Practical activities 33

Unit 3.2 - Designing training activities that develop entrepreneurial skills for sustainable business models 36

Teaching Plan 36

Practical activities 38

Area 4. Integrating digital technologies and educational contents in the curriculum 41

Unit 4.1 - Selecting and adapting digital tools and resources for VET curricula 41

Teaching Plan 41

Practical activities 44

Unit 4.2 - Designing digital-supported learning pathways for green skills development 47

Teaching Plan 47

Practical activities 49

Unit 4.3 - Implementing and assessing digital learning activities for green job readiness 53

Teaching Plan 53

Practical activities 55

Area 5. Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery 58

Unit 5.1 - Promoting inclusion, diversity and equal access in green skills curricula 58

Teaching Plan 58

Practical activities 60

Unit 5.2 - Integrating civic engagement, ethical values and community participation into learning design 63

Teaching Plan 63

Practical activities 65

Area 6. Quality assurance and digital supported validation of competences 67

Unit 6.1 - Designing quality assurance processes for green VET curricula 67

Teaching Plan 67

Practical activities 69

Unit 6.2 - Applying digital-supported systems for validation and recognition of green competences 72

Teaching Plan 72

Practical activities 74

Introduction

The GreenVET4U Lesson Plan is designed to support the professional upskilling of VET practitioners and in-company trainers involved in the design and delivery of curricula for green jobs in Uganda. The programme responds to the increasing demand for relevant, inclusive and future-oriented skills development aligned with the green transition and labour market needs.

Grounded in the GreenVET4U Competence Matrix, the lessons plan brings together all competence areas into a coherent training framework. It provides structured guidance to support practitioners in developing innovative curricula that combine technical green skills with transversal competences such as entrepreneurship, digitalisation, inclusion and quality assurance.

Introduction to the GreenVET4U project

GreenVET4U is a Capacity Building project in Vocational Education and Training (VET), funded by the European Union under the Erasmus+ programme. The project aims to strengthen the capacity of VET providers and private entities to cooperate in designing and delivering innovative curricula in skills for green jobs in Uganda.

The project supports Ugandan VET practitioners and in-company trainers in responding to labour market demands linked to the green economy, while fostering employability, social inclusion and sustainable development. Through the development of competence-based tools, training programmes and digital-supported resources, GreenVET4U promotes innovation, quality and relevance in VET systems, with a strong focus on local contexts and needs.

Introduction to the Competence Matrix

The Competence Matrix on Design and Delivery of Innovative Curricula in Skills for Green Jobs constitutes the core reference framework underpinning this lessons plan. The matrix defines the competences required by VET practitioners and in-company trainers to effectively design, implement and assess curricula addressing green job requirements.

The competence framework has been developed through a structured and evidence-based process. This process included the analysis of relevant European and international frameworks—such as GreenComp, EntreComp, DigComp, DigCompEdu and EQAVET—together with alignment

to Uganda's national priorities, labour market needs, VET system characteristics and previous project outputs related to curriculum development strategies and benchmarking analyses.

Competences are expressed as Units of Learning Outcomes, following EQF and ECVET principles, and are designed to be transferable, assessable and adaptable. The framework targets EQF levels 5 and 6, allowing it to address both practitioners with a technical-operational profile and those with greater responsibility in curriculum design, coordination and innovation.

Competence Areas

The training programme is structured around **six Competence Areas, subdivided into thirteen Units**, which together cover the full cycle of curriculum design and delivery for green jobs:

- Competence Area 1 - Building business-education partnerships for curriculum design and work-based learning delivery
- Competence Area 2 - Identifying skills for green jobs
- Competence Area 3 - Introducing green entrepreneurship skills in curricula
- Competence Area 4 - Integrating digital technologies and educational contents in the curriculum
- Competence Area 5 - Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery
- Competence Area 6 - Quality assurance and digital supported validation of competences

Each Unit describes specific learning outcomes that guide the development of training contents, activities and assessment approaches across the lessons plan.

Lesson Plan

Based on the Competence Areas, the Lesson Plan comprises a full plan of novel pedagogical approaches and material in Learner-centred Instructional Design for micro-learning. The Lesson Plan is aimed at supporting education providers in planning and conducting training activities based on the Competence Matrix.

The Lesson Plan has been designed as a pedagogical tool providing a proposal of training contents and practical activities with which VET practitioners and in-company trainers can work to develop and implement the Competence Matrix.

Thus, the Lesson Plan includes for each learning Unit:

- **Teaching Plan**

  A course plan including a brief suggestion of contents, proposed methodology, instructions for assessment, and tips for teachers, trainers and educators as well as references.

- **Practical Activities**

  Description of some practical activities to be applied with GreenVET4U target users.

The content within these modules is not only informative but also practical, ensuring that VET practitioners and stakeholders can effectively apply the learned concepts in real-world scenarios.

Each training unit in this section encompasses a comprehensive range of elements - from the unit's title and objectives to suggested contents, methodology, assessment criteria, tips for VET practitioners, and relevant references.

Practical Activities delve into the application aspect of the training. Each activity outlined includes its name, objectives, a detailed description, necessary resources, and additional references for further exploration.

Teaching plan and practical activities

- **Competence Area 1** - Building business-education partnerships for curriculum design and work-based learning delivery
    - **Unit 1.1** - Facilitating strategic collaboration between VET providers and businesses for co-designing curricula
    - **Unit 1.2** - Coordinating and managing work-based learning placements with business partners
- **Competence Area 2** - Identifying skills for green jobs
    - **Unit 2.1** - Identifying labour market needs for green jobs in Uganda's local and national contexts
    - **Unit 2.2** - Mapping green skills frameworks and translating them into occupational profiles
- **Competence Area 3** - Introducing green entrepreneurship skills in curricula
    - **Unit 3.1** - Embedding entrepreneurial mindsets for green jobs into curriculum content
    - **Unit 3.2** - Designing training activities that develop entrepreneurial skills for sustainable business models
- **Competence Area 4** - Integrating digital technologies and educational contents in the curriculum
    - **Unit 4.1** - Selecting and adapting digital tools and resources for VET curricula
    - **Unit 4.2** - Designing digital-supported learning pathways for green skills development
    - **Unit 4.3** - Implementing and assessing digital learning activities for green job readiness
- **Competence Area 5** - Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery
    - **Unit 5.1** - Promoting inclusion, diversity and equal access in green skills curricula
    - **Unit 5.2** - Integrating civic engagement, ethical values and community participation into learning design
- **Competence Area 6** - Quality assurance and digital supported validation of competences
    - **Unit 6.1** - Designing quality assurance processes for green VET curricula
    - **Unit 6.2** - Applying digital-supported systems for validation and recognition of green competences

Area 1. Building business-education partnerships for curriculum design and work-based learning delivery

Unit 1.1 - Facilitating strategic collaboration between VET providers and businesses for co-designing curricula

Teaching Plan

Aims of the Unit

Unit 1.1 aims to equip Vocational Education & Training (VET) providers and in-company trainers with the ability to design and deliver examples of strategic collaboration between both organisations. Its key aim is the creation of different curricula designed to promote the co-existing demands of both business and education providers. It will focus on relevant green sector needs, understanding of local demands in the green sector and consideration of practical business plans and strategy. Furthermore, it will facilitate the co-production of schemes of work which teach green sector employability skills, entrepreneurial competencies and enterprise mindsets, allied to a clear set of learning objectives and outcomes. Due consideration will be given to both legal and ethical challenges as well as a focus on the long-term sustainability of developing the curriculum models. The practical nature of the unit will show a focus on real-world scenarios and economic realities, as well as a clear context of global environmental demands and green challenges in the workplace. Finally, the unit will focus on accountability and culture, helping training institutions and employers work together in a structured way to design courses that match real workplace needs. In all cases, learners should make reference to the EntreComp and GreenComp competence frameworks as practical tools for curriculum development.

Learning outcomes:

1. Learners are able to identify key methods of facilitating collaboration between organisations relevant to green and sustainable business contexts.
2. Learners are able to create different curricula which promote development of courses, skills and learning content appropriate to the green economy.

Suggested contents

Module 1 - Employers advising on what green skills are currently in demand

Businesses in Uganda operating in the green economy should create an inventory of what skills are currently most in demand across the country, with both a macro and micro focus. This should be allied to the actual jobs or posts so that appropriate matches can be made to existing VET

providers education offers as well as identifying gaps through analysis of the available data and information.

Module 2 - VET providers adjusting course content accordingly

All current teaching material around green jobs and employability to be analysed with respect to employers' needs, including knowledge, skills, competences and qualification levels. Curriculum and pedagogy to be considered alongside learning methodologies.

Module 3 - Joint development of green apprenticeship models or hands-on learning modules

Focus on co-designing curricula with regard to **j**ointly creating what gets taught (courses, skills, training content). Consideration of all areas of the green economy and identification of different strands of learning necessary for learners to enter the green economy successfully and appropriately. Use of EntreComp and GreenComp competence frameworks as practical tools for curriculum development.

Methodology

A blended, participatory and practice-oriented methodology is recommended.

Case studies and real-world scenarios

Educators analyse real examples of Ugandan and international green education models. These models help learners connect collaborative strategy with real-world green skill development. Case discussions also encourage ethical reasoning and opportunity recognition.

Project-based learning

Learners work through mini-projects requiring them to identify possible collaboration models, propose innovative curricula and reflect on the sustainability dimension of developing these.

Collaborative learning

Group tasks promote teamwork and collective problem-solving, mirroring the collaborative nature of developing sustainable green education models.

Assessment

Assessment focuses on evaluating the ability of learners to understand and apply collaborative strategy models within a green context.

Practical demonstrations

Participants design a curriculum component that embeds collaborative strategy for a selected green sector. They present this component and receive feedback on feasibility, innovation and integration of collaborative strategies.

Written reflections or short essays

Learners produce a reflective piece describing how collaborative strategies can support sustainability in developing new green educational curricula. This helps assess ethical awareness and conceptual understanding of partnerships in this context.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

Tips for teachers, trainers and educators

Assessment focuses on evaluating the ability of learners to understand and apply strategic collaboration between organisations within a green context.

Practical demonstrations

Participants design a curriculum component that embeds collaborative thinking for a selected green sector. They present this component and receive feedback on feasibility, innovation and integration of collaborative principles.

Written reflections or short essays

Learners produce a reflective piece describing how developing a collaborative strategy can support sustainability in their professional teaching practice. This helps assess ethical awareness and conceptual understanding.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

References

Learners are able to reference:

https://www.geog.cam.ac.uk/wp-content/uploads/Green-Jobs-and-Young-people-in-Africa-Uganda-report.pdf

https://dicf.unepgrid.ch/uganda/green-economy

Practical activities

Activity 1 - Employers advising on what green skills are currently in demand

Aims of the Activity

Research and Discussion activity:

- Collaborative task to map gaps in the training market for green jobs
- Identification of jobs, skills and competencies in job market

Description of the Activity

Duration: 60 - 90 minutes

Participants: Groups of 4 or 5 from VET providers and green employers

Methodology: VET providers and green employers should research in preparation for this discussion task. In groups of four or five, VET providers and employers to discuss the jobs, skills and competencies necessary in the green economy in Uganda. Using whiteboard or other means of recording, different strands to be identified and mapped against current training available from VET providers. Gaps in the market to be identified and discussion should focus on developing a collaborative strategy to support the delivery of new training curricula.

Learners are able to identify current training for green jobs

Learners are able to identify current collaborative strategy models

Learners are able to identify gaps in the training for green jobs

Resources

- Whiteboard
- Markers

To find out more

Learners can read:

https://www.geog.cam.ac.uk/wp-content/uploads/Green-Jobs-and-Young-people-in-Africa-Uganda-report.pdf

https://dicf.unepgrid.ch/uganda/green-economy

Learners can follow:

https://www.linkedin.com/jobs/green-jobs/?currentJobId=4394611631&originalSubdomain=ug

Activity 2 - VET providers adjusting course content accordingly

Aims of the Activity

Curriculum Mapping Activity

- Identifying current demands of green jobs market
- Mapping demands to current curriculum models and setting new goals

Description of the Activity

Duration: 2 – 3 hours

Participants: Groups of 4 – 5 from VET providers and green employers

Methodology: Learners are able to improve own learning and performance through identification of most popular green jobs and types of organisations. These should be mapped against current VET training curricula and skills gaps identified. Learners should complete the following:

- Create a document for improving own learning and performance
- Outline overall objectives for curriculum updates
- Detail a plan of action against objectives
- Carry this out noting any changes in plans
- Agree on new curriculum models

Resources

- Whiteboard
- Markers

To find out more

https://untalent.org/jobs/in-environment/contract-all/uganda

https://reliefweb.int/jobs?list=Uganda%20Jobs&advanced-search=%28C240%29

https://greenjobsfornature.org/job-profile-category/academia-sector/

https://hub.youtheco.eu/green-entrepreneurship-module/

Unit 1.2 - Coordinating and managing work-based learning placements with business partners

Teaching Plan

Aims of the Unit

The aim of 1.2 is to create and maintain a robust framework for the coordination and management of those who participate in work placements with business partners in the Ugandan green economy. This will focus on adopting suitable methods of matching applicants to places, based on their current skills and qualifications, noting any current green learning programmes which they may be enrolled in as well as charting ambitions and expectations of working in the green economy. Suitable consideration will be given to the number of applicants who are able to participate in the work-based learning programme as well as the duration and appropriateness of the placement being offered and its quality assurance with regard to producing quality outcomes. These outcomes will relate to skills learned, variety of work experiences and to the overall quality of the candidate.

VET providers and green employers will co-create a suitable database or framework, dependent upon available equipment, to coordinate and manage all placements and to monitor progress at appropriate points in the placement with both applicants and employers.

Learning outcomes:

1. Learners are able to identify key models or frameworks for the coordination and management of those participating in work placements in the green economy.
2. Learners are able to apply suitable measures for the monitoring of work placements with regard to the quality of the placement offered and the quality of the participant.

Suggested contents

Module 1 - Employers advising on what green skills are currently in demand

Businesses in Uganda operating in the green economy should create an inventory of what skills are currently most in demand across the country, with both a macro and micro focus. This should be allied to the actual jobs or posts so that appropriate matches can be made to existing VET providers' education offers as well as identifying gaps through analysis of the available data and information.

Module 2 – Finding routes to cooperation between VET providers and employers around best practice in providing work-based learning placements.

This to include reporting practices, mentoring, target setting for learners, and full monitoring schedule including visits, calls and other checking procedures.

Module 3 – Feedback and improvement measures will be predicated on an holistic reporting of work-based learning placements between VET providers and all employers in the programme.

This will include measuring the quality of placements overall, employer and learner feedback on went well and what can be improved as well as VET providers addressing any issues and amending the programme prior to its next iteration.

Methodology

A blended, participatory and practice-oriented methodology is recommended.

Case studies and real-world scenarios

Educators analyse examples of frameworks and models for the coordination and management of work placements from other projects and from both real and theoretical sources. These frameworks and models help learners compare the advantages and disadvantages of different approaches.

Project-based learning

Learners work through projects requiring them to identify possible frameworks and models for coordination and management of work placement, including questions about quality assurance and data capture, as well as agreeing ways of analysing and measuring outcomes.

Collaborative learning

Group tasks promote teamwork and collective problem-solving, mirroring the collaborative nature of developing sustainable green education models. This should be the focus of deciding upon choosing different frameworks or models or any necessary modifications.

Assessment

Assessment focuses on evaluating the ability of learners to identify suitable frameworks and models to coordinate and manage work placements in the green economy.

Practical demonstrations

Participants design a curriculum component that embeds how a method or framework can demonstrate suitable capacity and efficacy to fulfil the needs to coordinate and manage work placements using appropriate means or technology. Learners should be able to describe the advantages of a given methodology.

Written reflections or short essays

Learners produce a reflective piece describing how work placements can and should be implemented, considering what the key drivers are for implementing a method or framework, including advantages for leaners as well as work placement providers. Due consideration should be given to both legal and ethical considerations for all parties involved.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

Tips for teachers, trainers and educators

Assessment focuses on evaluating the ability of learners to understand and apply strategic collaboration between organisations within a green context.

Practical demonstrations

Participants design a curriculum component that embeds collaborative thinking for a selected green sector. They present this component and receive feedback on feasibility, innovation and integration of collaborative principles.

Written reflections or short essays

Learners produce a reflective piece describing how developing a collaborative strategy can support sustainability in their professional teaching practice. This helps assess ethical awareness and conceptual understanding.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

References

https://www.cipd.org/uk/knowledge/guides/work-experience-guide/

Practical activities

Activity 1 - Top Tips for Work Placements

Aims of the Activity

Identify and record the best ways of coordinating and managing work placements:

- Research, discuss and record best practice in work placements
- Create a power-point and document which can be shared with VET providers, green employers and those on work placements

Description of the Activity

Duration: 2 – 3 hours

Participants: Groups of 4 - 5

Methodology:

Groups need to discuss best practice in the coordination and management of work-based learning programmes: They should outline theoretical elements of the programme as well as identify cases of best practice from real life situations and experience. It is suggested that groups focus on the following areas for their presentation:

- Project Planning
- Identifying Stakeholders
- Adopting Quality Assurance frameworks
- Engaging with Employers
- Health & Safety and Duty of Care
- Reporting Frameworks
- Visits & Communication

Presentations should involve all members of the group and should last approximately 1o minutes using PPT and appropriate images.

Resources

- Whiteboard
- Markers

To find out more

https://www.fullscalelearning.org/cw/best-practices-for-high-quality-work-based-learning/

https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf

Activity 2 - Drafting a Work-based learning partnership agreement

Aims of the Activity

Objective: Draft a partnership agreement

This activity allows learners to focus on the key criteria for identifying a partnership opportunity with an employer and drafting an agreement to structure and underpin the main aspects of work-based learning by a VET provider.

Description of the Activity

Duration: 1/2 Day

Participants: Groups of 4 - 5

Research on the internet for examples of draft partnership agreements. Look at two or three different examples in order to compare style and substance. With a partner, draft your own partnership agreement. This can be based on your own experience of the role play exercise in lesson 2. Consider the following aspects when drafting your agreement:

- Overall shared ambitions for the partnership
- Key components for both organisations
- Shared ethical values
- Shared legal protocols
- Non-disclosure agreements or similar
- Duration of agreement
- ‘Get out’ clauses
- Communication necessities including marketing and PR
- Financial considerations
- Other

Your partnership agreement should be no more than 5 pages of A4 paper and should be in an agreed language appropriate to all parties. Ensure the partnership agreement is checked and proof-read by another participant in order to maintain high standards.

Resources

- Whiteboard
- Markers
- Computer

To find out more

https://www.youtube.com/watch?v=AMG8ObDmbaM

https://www.morrisby.com/blog/making-the-most-out-of-work-experience

Area 2. Identifying skills for green jobs

Unit 2.1 - Identifying labour market needs for green jobs in Uganda's local and national contexts

Teaching Plan

Aims of the Unit
The aim of Unit 2.1 is to identify the needs of the labour market with regard to skills, competencies and qualifications in the context of Uganda's green economy. This will take into account the differing needs of both local and national contexts. Alongside the need for literacy and numeracy, the unit with consider the knowledge, skills and competences appropriate to particular strands of the green economy alongside digital skills, technological know-how as well as Virtual Reality and Artificial Intelligence. The unit will also consider different levels of employment between those entering the market for the first time as well as those considering career progression. Finally, the unit will consider skills gaps in the green economy in the context of the EU GreenComp framework. Learning Outcomes 1. Learners will identify the needs for their green job knowledge (Factual and Theoretical) 2. Learners will identify the needs for their new green job skills (cognitive and practical) 3. Learners will identify the needs for their green job competences (Autonomy and Responsibility)
Suggested contents
Module 1 – The most vital need in this module is the identification of what constitutes the green economy in Uganda. The sector is wide-ranging from the traditional drivers such as agriculture to new industries such as solar-power, energy storage and eco-tourism. It is important to identify the locations for the different industries in the sector, whether they be urban or rural, along with considerations of population and accessibility issues. **Module 2 – A sub-sector of this identification process is to identify the actual roles and responsibilities in each part of the Ugandan green energy sector.** These may be traditional roles in such areas as agriculture but are also likely to be jobs which require new training in modern and developing technologies.

Module 3 – For each role identified in the Ugandan green sector, it is important that the requisite skills, knowledge and competences are recognised, both in training needs but also in recruitment of workers.

The need for VET providers and employers to work in cooperation in this area is paramount with regard to creating training opportunities appropriate to the Ugandan green sector.

Methodology

A blended, participatory and practice-oriented methodology is recommended.

Case studies and real-world scenarios

Learners analyse examples of green companies in different areas of the Ugandan green economy, finding examples of both traditional green industries such as agriculture and also new technologies in solar energy and green auditing. Examples of good practice should be identified in terms of employability and roles and responsibilities

Project-based learning

Learners will look to identify green jobs in different sectors of the green economy. This can be through project-based learning of visits, interviews and questionnaires which will identify real-world needs, as well as theoretical frameworks and competences.

Collaborative learning

Learners can collaborate on the production of new skills frameworks for new and emerging roles, especially in technical or digital positions. Group tasks promote teamwork and collective problem-solving, mirroring the collaborative nature of developing sustainable green education models. This should be the focus of deciding upon choosing different frameworks or models or any necessary modifications.

Assessment

Assessment focuses on evaluating the ability of learners to identify suitable frameworks and models to coordinate and manage work placements in the green economy.

Practical demonstrations

Learners design a framework which can demonstrate suitable the needs of a new or emerging job in the green sector, including skills, knowledge and competences necessary for its successful completion.

Written reflections or short essays

Learners produce a reflective piece describing how green work placements can and should be implemented, considering what the key skills, knowledge and competences are required. They should consider any new technologies necessary as well as discuss the sustainability of a role in a particular sector.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

Tips for teachers, trainers and educators

Assessment focuses on evaluating the ability of learners to understand and apply strategic collaboration between organisations within a green context.

Practical demonstrations

Participants design a curriculum component that embeds collaborative thinking for a selected green sector. They present this component and receive feedback on feasibility, innovation and integration of collaborative principles.

Written reflections or short essays

Learners produce a reflective piece describing how developing a collaborative strategy can support sustainability in their professional teaching practice. This helps assess ethical awareness and conceptual understanding.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

References

https://www.geog.cam.ac.uk/wp-content/uploads/Green-Jobs-and-Young-people-in-Africa-Uganda-report.pdf

Practical activities

Activity 1 - Green Skills Top 10

Aims of the Activity

Use the GreenComp frameworks to help consider the main skills needed in the Ugandan green economy

Description of the Activity

Duration: 1 – 2 hours

Participants: Groups of 4 - 5

Methodology – Group discussion and presentation

The 12 GreenComp competences carry equal value; some may be identified as more useful in specific green job sectors or for particular green jobs. Participants should create cards for each competence and discuss with their group about the importance of each.

They should then attempt to rank their own findings into a 'top ten' and discard two competences. As a group they should present their outcomes to other learners, explaining why they have chosen their list and which sectors may benefit most from these area.

GreenComp consists of 12 competences organised into the four areas below:

1. Embodying sustainability values:

- valuing sustainability
- supporting fairness
- promoting nature

2.Embracing complexity in sustainability:

- systems thinking
- critical thinking
- problem framing

3.Envisioning sustainable futures:

- futures literacy
- adaptability
- exploratory thinking

4.Acting for sustainability,

- political agency
- collective action
- individual initiative

If time allows, groups can debate with each other on different rankings and different priorities.

Resources

- Whiteboard
- Markers

To find out more

https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

https://technopolis-group.com/report/greencomp-in-practice-case-studies-on-the-use-of-the-european-competence-framework/

Activity 2 - Soft Skills Agenda

Aims of the Activity

This activity is designed to look at soft skills or employability skills which be necessary for a range of green jobs as well as the wider employability context. They should consider job-specific skills, knowledge and competences, soft skills and any other relevant information.

Description of the Activity

Duration 2 – 3 hours

Participants: In pairs

Methodology: Write learning outcomes from job descriptions – Identify a range of jobs from different areas of the green economy in Uganda. Try to find jobs which offer scope for different learning outcomes by looking at skills, knowledge and competences at a range of levels from basic to more developed roles.

With a partner discuss the learning outcomes necessary from a training provider in terms of key deliverables as well as desirable deliverables at the end of the 6-week placement.

Peer review exercise:

- In each case write a list of ten learning outcomes for each of the jobs identified and compare with another pair in the room
- Discuss how far you agree or disagree on the necessary learning outcomes and amend your own list as appropriate.
- Competency-based education – discuss as a group how competency-based education differs from knowledge-based education. Try and identify any similarities as well as differences.
- Discuss how it is possible to grade and assess competency-based education
- Discuss how classroom pedagogy would be different between competency-based education and knowledge-based education

Resources

- Whiteboard
- Markers

To find out more

https://www.youtube.com/watch?v=fMGc0Zqbd_U

https://www.youtube.com/watch?v=RschZFj3vHI

Unit 2.2 - Mapping green skills frameworks and translating them into occupational profiles

Teaching Plan

Aims of the Unit

Learners in 2.2 will have the opportunity to analyse a variety of skills frameworks from different sources and apply them to roles and responsibilities in the Ugandan green economy. Learners can consider traditional green businesses or modern green technologies in order to identify and create occupational profiles.

Learning Outcomes

1. Learners will identify skills frameworks from different sources
2. Learners will identify the competences for their new green job skills
3. Learners will create occupational profiles for the green sector

Suggested contents

Module 1 – Learners will research which skills frameworks currently exist and are in widespread usage in the employment sector, both in general and in the green sector in particular.

They will consider theoretical value as well as practical workplace usage in the Ugandan green economy

Module 2 – Learners will look at a range new green jobs, identifying skills, knowledge and competences required by employing skills framework criteria to the particular responsibilities of the role.

This can be researched but could also include conversations with employers.

Module 3 – Learners will create brand new occupational profiles for new green jobs in Uganda, especially in technology or digital roles.

These can be peer reviewed and strength-tested with employers.

Methodology

A blended, participatory and practice-oriented methodology is recommended.

Research

Learners research and identify current skills frameworks including GreenComp. They can compare and contrast the different methodologies and approaches, deciding what is most useful in shaping future occupational profiles.

Project-based learning

Learners will look to create occupational profiles in different sectors of the green economy. This can be through project-based learning of visits, interviews and questionnaires to green employers, looking to collaborate with them on appropriate and useful job descriptions.

Collaborative learning

Learners can collaborate on the use of skills frameworks to create new occupational profiles for new and emerging roles, especially in technical or digital positions. Group tasks promote teamwork and collective problem-solving, mirroring the collaborative nature of developing sustainable green education models. This should be the focus of deciding upon choosing different frameworks to support the creation of the new occupational profiles.

Assessment

Assessment focuses on evaluating the ability of learners to identify suitable frameworks and models to create occupational profiles for new roles in the Ugandan green economy.

Practical demonstrations

Learners show how a skills framework can support the creation of an occupational profile in the green sector in Uganda. They should make specific reference to particular skills frameworks, identifying appropriate and useful content.

Written reflections or short essays

Learners produce a reflective piece describing how skills frameworks can be a useful indicator of the skills, knowledge and competences required in a particular role, including new technologies.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

Tips for teachers, trainers and educators

Assessment focuses on evaluating the ability of learners to identify skills frameworks and assess their usefulness.

Practical demonstrations

Participants create a new occupational profile for a role through a practical demonstration of using different elements from different skills frameworks. They present this component and receive feedback on feasibility, innovation and realistic implementation.

Written reflections or short essays

Learners produce a reflective piece describing how developing a skills framework can support sustainability in the green labour market in Uganda. This helps assess theoretical awareness and practical understanding.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

References

https://www.staffcircle.com/blogs/skills-framework/

Practical activities

Activity 1 - Understanding structured skill frameworks

Aims of the Activity

Learners will have the opportunity to consider a range of structured skill frameowrks including EntreComp and GreenComp but also other relevant models from a range of other sources. Learners will learn how to understand the content and identify key components with regard to the Uganda green economy and training delivery.

Description of the Activity

Duration: 3 hours

Participants: Groups of 4 – 5

Methodology:

Compare frameworks:

- Learners should download copies of both the EntreComp and GreenComp frameworks from reliable sources. They should consider initially both application and purpose as well as definition, development, use cases and community. Groups of 4 to 5 people should discuss the usefulness of each when relating to the Uganda green economy.
- Participants should then look at LifeComp and DigComp to see whether any additional values can be referenced for each.

Groups should look to blend the different frameworks into a structured skill framework for the Uganda green economy

Using appropriate tools, create an overall presentation of the new structure skills framework and explain your methodology and outcomes.

Map competences to job roles. Individually choose a green economy job role which interest you. Explain to a partner how the job role aligns with a structured skills framework as well as consider the training requirements necessary to match expectations.

Write a job description for the job identified above, using the information acquired from the structured skills framework. Create a job advertisement and, as a group, create a real or virtual green jobs board.

Resources
- Computer with internet connection
To find out more
https://www.youtube.com/watch?v=UwZPcJky0Ko https://www.youtube.com/watch?v=6Qp9kCRr6Gc

Activity 2 - Analysing labour market data to create occupational profiles

Aims of the Activity

This activity is designed to help create holistic occupational profiles, using identified aspects of skills frameworks currently being used and aligning them with emerging job roles, new technologies and specific Ugandan green sector needs.

Objectives:

- Learners will make practical use of skills frameworks currently used by VET providers
- Learners will take relevant information from a variety of sources to create new occupational profiles
- Learners will create useful occupational profiles to address the current and future gaps in the Ugandan green economy

Description of the Activity

Duration: 3 hours

Participants: Groups of 4 – 5

Methodology

Identify a skills framework currently used by a VET provider in Uganda. Use stress-testing techniques to identify strengths and weaknesses in the framework when applied to a range of jobs in the green economy. Research and apply data from a reliable source around skills forecasting and industry trends and measure the efficacy of the framework to respond to these both currently in the future.

Using mathematical calculations, present to the rest of the participants on effective areas as well as gaps or weaknesses, allied to the current labour market demands in the Uganda green economy. Consider the practical points below in addition to competences.

- Location of the job
- Manual job or other
- Level of job in organisation
- Qualifications necessary
- Training needs
- Use of technology

- Necessary equipment - Other appropriate information Use your skills framework findings to help create new occupational profiles for your identified business. Present your findings.
Resources
- Computer with internet connection
To find out more
https://www.youtube.com/watch?v=RL2-xR-k7DE https://euskills.co.uk/skills-jobs/occupational-profiles/

Area 3. Introducing green entrepreneurship skills in curricula

Unit 3.1 - Embedding entrepreneurial mindsets for green jobs into curriculum content

Teaching Plan

Aims of the Unit
Unit 3.1, “Embedding entrepreneurial mindsets for green jobs into curriculum content,” aims to equip VET practitioners and in-company trainers with the ability to integrate entrepreneurial attitudes, sustainability-driven thinking, creativity, initiative, and ethical decision-making into VET curricula for green jobs. The unit prepares educators to foster entrepreneurial literacy among learners by applying frameworks such as EntreComp and GreenComp and by designing learning environments that encourage innovation, problem-solving and sustainable business awareness. Learning outcomes: 1. Learners are able to identify key entrepreneurial competences relevant to green and sustainable business contexts. 2. Learners are able to create learning environments that stimulate creativity, self-efficacy and ethical awareness for VET students.
Suggested contents
Module 1. Understanding entrepreneurial mindsets for green jobs This module introduces the concept of entrepreneurial mindset with explicit focus on sustainability-driven behaviours. It examines how entrepreneurship in green sectors requires creativity, resilience, ethical awareness and the ability to recognise opportunities for environmentally responsible innovation. VET practitioners explore key elements of the EntreComp framework (such as "spotting opportunities", "valuing ideas", “ethical and sustainable thinking”) and learn how these competences translate into green job contexts. The module also examines motivations behind green entrepreneurship, including climate adaptation, resource efficiency, circular economy principles and local community impact. **Module 2. Key entrepreneurial competences for sustainable business contexts**

This module focuses on identifying and selecting core entrepreneurial competences relevant to Uganda's green economy. Educators learn how to prioritise competences such as opportunity recognition, resource mobilisation, creativity, ethical thinking and collaboration.

Participants examine examples of green sector challenges (waste management, renewable energy adoption, eco-tourism, sustainable agriculture) and reflect on which competences enable learners to respond proactively.

They also learn to connect EntreComp dimensions with GreenComp principles, helping them embed sustainability values-responsibility, systems thinking, futures literacy-into entrepreneurial competence development.

Module 3. Integrating entrepreneurial activities into curriculum design

This module provides strategies for embedding entrepreneurial thinking into existing VET curricula. Educators learn how to design learning outcomes, units, and lesson components that stimulate initiative, experimentation and problem-solving.

They work with methods such as challenge-based learning, case studies, mini-enterprises, prototyping exercises and opportunity-mapping.

Participants also explore how to incorporate green-sector scenarios (e.g., starting a solar micro-enterprise or creating a sustainable product prototype) into curriculum structure, ensuring alignment with labour market needs and real-world relevance.

Module 4. Creating learning environments that foster creativity, ethics and self-efficacy

This module examines how to build classroom environments that support risk-taking, collaboration and ethical reflection. Educators learn to facilitate inclusive group discussions, design reflective exercises, and support diverse learning styles.

A focus is placed on guiding learners through ethical dilemmas (e.g., balancing profit and environmental impact) and promoting responsible leadership.

The module concludes with strategies for cultivating self-efficacy and empowerment among VET students, encouraging them to envision themselves as active contributors to Uganda's green transition.

Methodology

A blended, participatory and practice-oriented methodology is recommended.

Case studies and real-world scenarios

Educators analyse real examples of Ugandan and international green entrepreneurs. These stories help learners connect entrepreneurial theory with practical, socially responsible business behaviour. Case discussions also encourage ethical reasoning and opportunity recognition.

Role-playing and simulations

Participants simulate entrepreneurial decision-making in green job contexts—e.g., designing a pitch for a sustainable product or negotiating stakeholder expectations. These exercises strengthen creativity, initiative and communication skills.

Project-based learning

Learners work through mini-projects requiring them to identify environmental challenges, propose innovative solutions and reflect on the sustainability dimension. This supports competence development across both EntreComp and GreenComp.

Collaborative learning

Group tasks promote teamwork and collective problem-solving, mirroring the collaborative nature of sustainable entrepreneurship.

Assessment

Assessment focuses on evaluating the ability of learners to understand and apply entrepreneurial mindset principles within a green context.

Practical demonstrations

Participants design a curriculum component that embeds entrepreneurial thinking for a selected green sector. They present this component and receive feedback on feasibility, innovation and integration of sustainability principles.

Written reflections or short essays

Learners produce a reflective piece describing how entrepreneurial competences can support sustainability in their professional teaching practice. This helps assess ethical awareness and conceptual understanding.

Peer and facilitator feedback loops

Throughout activities, continuous formative feedback is provided to reinforce competence acquisition and promote self-evaluation.

Tips for teachers, trainers and educators

- **Embed entrepreneurship everywhere**. Encourage mindset development across subjects, not only in designated “entrepreneurship” modules.
- **Use local examples**. Bring in Ugandan green-sector cases to strengthen relevance and learner motivation.
- **Create a safe space for experimentation**. Allow learners to try, fail, reflect and iterate—entrepreneurship thrives on experimentation.
- **Make sustainability explicit**. Continuously connect entrepreneurial decisions to environmental and social impact.

References

– EntreComp - The Entrepreneurship Competence Framework - European Commission - https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

- GreenComp - The European Sustainability Competence Framework - https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en
- UNESCO - Education for Sustainable Development resources - https://www.unesco.org/en/sustainable-development/education/toolbox
- ILO - Green Jobs and Skills Development - https://www.ilo.org/topics-and-sectors/skills-and-lifelong-learning/skills-green-jobs
- OECD - Entrepreneurship Education Toolkit - file:///C:/Users/mhern/Downloads/SME-Implementation-Toolkit-2023.pdf

Practical activities

Activity 1 - Green Opportunity Radar

Aims of the Activity

The activity aims to train participants in opportunity recognition within the green economy by analysing local environmental challenges and identifying entrepreneurial responses aligned with sustainability principles.

Description of the Activity

Duration: 60-75 minutes

Group size: 3-5 participants

Steps:

1. Introduction (10 min)

   The trainer introduces the concept of opportunity recognition in sustainable entrepreneurship, referencing EntreComp's "Spotting Opportunities" competence.

2. Environmental Challenge Mapping (15 min)

   Small groups identify 2-3 local environmental challenges (e.g., waste accumulation, water scarcity, energy access).

   They consider community needs, potential beneficiaries and socio-economic barriers.

3. Opportunity Radar Tool (20 min)

   Each group fills in a simple canvas including:Challenge description

   - Potential beneficiaries
   - Possible green solutions
   - Required resources
   - Potential partners

4. Sharing and feedback (15-20 min)

Groups present their findings. Trainer provides feedback on feasibility, sustainability and innovation potential.

Resources

- Flipcharts,
- Markers,
- Opportunity Radar Canvas handouts, or digital collaborative boards (Miro, Jamboard).
- Internet optional.

To find out more

Activity 2 - Ethical Decision-Making in Green Entrepreneurship

Aims of the Activity

The activity aims to develop ethical reasoning, critical thinking and sustainability awareness by engaging participants in analysing dilemmas that arise in green entrepreneurial contexts.

Description of the Activity

Duration: 60 minutes

Group size: 4-6 participants

Steps:

1. Warm-up (5 min)

   Brief discussion on what “ethical and sustainable thinking” means in business.

2. Scenario Distribution (10 min)

   Groups receive one ethical dilemma related to green entrepreneurship, such as:

   - Using imported but affordable materials vs. local but costly sustainable materials
   - Choosing between rapid scaling or maintaining low-carbon operations
   - Hiring skilled workers vs. engaging disadvantaged youth for community impact

3. Group deliberation (20 min)

   Groups analyse the dilemma using a simple ethical decision-making framework:

   - Stakeholders involved
   - Short- and long-term consequences
   - Environmental and social impact
   - Alignment with sustainability principles

4. Plenary discussion (15 min)

Groups present their reasoning. Trainer highlights good practices, ethical blind spots and alignment with GreenComp values.
Resources
• Printed scenarios, • whiteboard, • markers, • ethical reasoning worksheet.
To find out more

Unit 3.2 - Designing training activities that develop entrepreneurial skills for sustainable business models

Teaching Plan

Aims of the Unit

Unit 3.2 aims to equip VET practitioners and in-company trainers with the ability to design and deliver practical, experience-based activities that develop entrepreneurial competences for sustainable business models. The unit focuses on the creation of hands-on learning experiences grounded in real green-sector challenges, enabling VET students to experiment with business ideas, integrate sustainability principles, and evaluate entrepreneurship projects using environmental, social and ethical criteria.

Learning outcomes:

1. Learners are able to design hands-on activities and projects that develop entrepreneurial competences for VET students targeting green jobs.
2. Learners are able to guide VET students through the process of developing sustainable business ideas.

Suggested contents

Module 1. Experiential learning and project-based approaches for entrepreneurship

This module introduces experiential learning principles and their relevance in entrepreneurship training. Educators explore how activities such as prototyping, simulations, experimentation and iterative development help learners internalise entrepreneurial behaviours.

Participants examine the role of challenge-based learning in green entrepreneurship: identifying a sustainability challenge, ideating solutions, testing them and reflecting on outcomes.

Module 2. Tools for designing sustainable entrepreneurial projects

This module covers practical tools VET trainers can use to structure entrepreneurial learning, including business model canvases, sustainability canvases, stakeholder maps, SWOT analysis, and risk assessment frameworks.

Educators learn how to adapt these tools to the green economy. E.g., integrating circular economy principles or assessing carbon footprint and social impact.

Module 3. Coaching learners through sustainable business idea development

Educators explore facilitation and coaching strategies to help VET learners conceptualise, refine and articulate sustainable business ideas.

The module emphasises value proposition design, feasibility considerations, resource planning, ethical leadership, and customer empathy in green markets.

Participants examine how to guide learners in aligning business opportunities with environmental and community needs.

Module 4. Evaluating sustainable business proposals

This module examines how to assess entrepreneurship projects using multi-dimensional indicators. Educators learn evaluation strategies that cover economic viability, environmental impact, circularity, inclusion, community benefits and ethical considerations.

They also learn how to provide constructive feedback that supports learner improvement and deeper sustainability awareness.

Methodology

A practical, immersive and learner-centred methodology is recommended.

Project-based learning (PBL)

Learners develop entrepreneurial projects linked to real sustainability challenges. The process builds autonomy, critical thinking and practical competence in business planning.

Simulations and entrepreneurial labs

Simulated environments allow learners to experiment with decision-making, pricing, resource allocation and sustainability constraints, fostering proactive behaviour.

Coaching and mentoring

Educators act as facilitators who guide learners through iterative cycles of ideation, testing and reflection, encouraging ownership of learning.

Peer collaboration

Team-based problem solving reflects real entrepreneurial ecosystems and encourages cross-fertilisation of ideas.

Assessment

Assessment combines practical performance evaluation with reflective and analytical tasks.

Entrepreneurial project assessment

Students present a sustainable business idea using a structured framework. Evaluators assess clarity, feasibility, sustainability integration and innovation.

Reflection reports

Learners produce short reflective pieces on what they learned about sustainability and entrepreneurship through the activity.

Peer and mentor feedback

Informal assessment through collaborative review helps reinforce learning dimensions such as leadership, teamwork and ethical awareness.

Tips for teachers, trainers and educators

- **Use real sustainability challenges** to anchor entrepreneurial learning in concrete contexts.
- **Encourage iterative thinking**, where learners improve ideas through testing rather than seeking perfection from the start.
- **Integrate sustainability indicators** in every entrepreneurial task to reinforce responsible business development.
- **Facilitate**, don't dominate; allow learners to own the creative process.

References

– Business Model Canvas – Strategyzer - https://www.strategyzer.com/library/the-business-model-canvas
– UNEP – UN Environment Programme resources - https://www.unep.org/switchafricagreen/resources
– Circular Economy Business Tools - Ellen MacArthur Foundation - https://www.ellenmacarthurfoundation.org/explore?sortBy=dateDesc&topics=Business&contentType=Toolkit
– GreenComp Framework - European Commission - https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

Practical activities

Activity 1 - Sustainable Mini-Venture Lab

Aims of the Activity

The aim is to immerse learners in the process of designing a sustainable mini-business through rapid ideation, prototyping and presentation.

Description of the Activity

Duration: 90 minutes

Group size: 4-5 learners

Steps:

1. Challenge briefing (10 min). Each group selects a sustainability challenge (waste reuse, solar appliance use, water management).
2. Rapid ideation (15 min). Groups brainstorm at least five solutions; choose one.
3. Mini-business canvas (25 min). Groups complete a simplified sustainable business model canvas.
4. Prototype sketch (15 min). Build a simple visual representation of the product/service.

5. Pitch (15-20 min). Groups pitch their idea, followed by Q&A.

Resources

- Canvas templates,
- markers,
- paper,
- flipcharts,
- optional digital whiteboards..

To find out more

Activity 2 - Circular economy redesign challenge

Aims of the Activity

To train learners to think in circular economy terms by redesigning an existing product or service into a more sustainable version.

Description of the Activity

Duration: 60-75 minutes

Group size: 3-4 learners

Steps:

1. Product selection (10 min)

   Groups choose a common product (plastic bottle, cooking stove, packaging).

2. Impact assessment (15 min)

   Analyse lifecycle, waste produced, resource use, social impact.

3. Redesign sprint (25 min)

   Develop a circular redesign (reuse, repairability, biodegradability).

4. Sharing (10-15 min)

   Present redesign with justification grounded in sustainability.

Resources

- Lifecycle sheets,
- markers,
- flipcharts,
- sustainability assessment cards.

To find out more

Area 4. Integrating digital technologies and educational contents in the curriculum

Unit 4.1 - Selecting and adapting digital tools and resources for VET curricula

Teaching Plan

Aims of the Unit
Unit 4.1, "Selecting and adapting digital tools and resources for VET curricula", aims to equip VET practitioners and in-company trainers to integrate digital tools and resources for both learning and assessment in green skills education. It supports the identification, selection and adaptation of the appropriate digital tools and resources for the design of green jobs training curricula that match the educational needs of VET students.
Suggested contents
Module 1: Identify and select appropriate digital tools and resources for the design of green job training curricula. This module introduces VET practitioners and in-company trainers to the process of identifying, evaluating and selecting digital tools that support the delivery of training for green jobs. Participants explore a range of digital platforms, software and applications commonly used in vocational education, with a specific focus on their relevance and usefulness for teaching green competences. The module also provides an overview of established digital competence frameworks, such as DigComp and DigCompEdu, helping learners understand how these can guide the selection of tools aligned with pedagogical goals and sustainability principles. The module encourages participants to assess the educational value, usability, and contextual relevance of different digital solutions. By the end of this module, trainers will be able to make informed decisions on which tools best support learning outcomes related to green jobs. **Module 2: Adapt selected digital tools to match the educational needs of VET students.** This module focuses on equipping VET practitioners and in-company trainers with the ability to adapt and contextualise digital learning materials according to the needs of specific VET environments. Learners explore strategies for tailoring content to diverse groups of students, considering linguistic, cultural, and technical differences across contexts. The module covers practical methods for localisation and adaptation of digital content to ensure that it is appropriate, meaningful, and accessible within Uganda's TVET system. Participants will practise modifying digital materials to match different learner profiles and sectors, ensuring that resources remain relevant to local green labour market demands. The

module strengthens trainers' autonomy and confidence in customising digital resources to create more inclusive and effective learning experiences.

Module 3: Critically assess the relevance, accessibility and sustainability of digital resources.

This module provides learners with the knowledge and skills needed to ensure that digital resources used in VET are accessible, inclusive, ethical and sustainable. Participants learn to apply accessibility standards (such as compatibility with assistive technologies, universal design principles, or options for low-bandwidth/offline access) to guarantee that all learners can engage with digital materials equitably.

The module also emphasises responsible and ethical use of digital technologies, including data protection, digital wellbeing, and environmental sustainability. By applying accessibility checks and integrating sustainable digital practices, VET practitioners and trainers ensure that digital learning environments support fair participation and long-term ecological responsibility.

Methodology

The three modules apply a combination of active, experiential and collaborative methodologies to help VET practitioners and trainers acquire practical digital skills and transfer them into real training situations.

Case studies and real-world scenarios

Educators present concrete examples and scenarios from the Ugandan VET context, especially those linked to green sectors such as renewable energy, waste management, or sustainable agriculture. Participants analyse how digital tools can support curriculum delivery, how content may be adapted to specific learner needs, and how accessibility and sustainability principles can be applied.

Hands-on digital tool exploration

Learners actively experiment with selected digital tools and platforms. Through guided activities, they compare features, test usability, and evaluate alignment with green competence frameworks. This practical exploration promotes confidence and familiarity with technological resources.

Collaborative work and peer review

Participants work in small groups to review, adapt, or redesign digital materials. Peer feedback is incorporated to refine their outputs and encourage exchange of best practices. This collaborative approach mirrors real Community of Practice dynamics and supports long-term professional development.

Reflection and self-assessment activities

Each module includes reflective prompts to help participants assess their own progress and identify areas for improvement in their digital teaching practices. This promotes autonomy and continuous professional growth.

Assessment

Practical demonstrations

Learners complete hands-on tasks such as:

- Selecting and justifying a set of digital tools for a specific green skills lesson.
- Adapting an existing digital resource to a defined learner group.
- Conducting an accessibility and sustainability check on a digital material.
- These demonstrations allow educators to assess real application of knowledge and skills.

Digital portfolio submission

Participants compile the outputs created during the modules (tool evaluations, adapted materials, accessibility analyses, etc.) into a digital portfolio. This serves as evidence of competence development and supports long-term professional use.

Written reflection or short analysis

A short reflective essay or analysis helps educators evaluate the learner's:

- Understanding of the principles behind tool selection, adaptation, and accessibility.
- Ability to connect module content to practical training situations.
- Awareness of ethical and sustainability considerations.

Continuous feedback

Throughout the modules, facilitators provide feedback on activities, group work and formative tasks. Peer feedback is also encouraged to strengthen collaboration and critical thinking.

Tips for teachers, trainers and educators

- **Start from your learners' real conditions**: digital access, devices, language, and prior knowledge should determine your choice of tools.
- **Avoid the temptation to use tools** because they are popular or visually appealing; prioritise pedagogical alignment and accessibility.
- **Consider sustainability**: low-bandwidth tools, platforms with offline options, and resources that can be reused or repurposed support long-term digital resilience.
- When adapting digital content, always ask: "Would my learners understand this example? Does it reflect their reality?"
- **Use peer collaboration** to evaluate tools; what seems effective to one trainer may not suit another context.
- **Keep digital ethics in mind**: verify data protection policies, avoid unnecessary collection of personal data, and promote healthy digital practices among learners.
- Encourage learners to test tools themselves and gather their feedback. User experience is a vital quality indicator.
- **Stay updated**: digital tools evolve quickly. Set aside time monthly to review new tools or updates.

References

- European Commission. (2022). The Digital Competence Framework for Citizens (DigComp 2.2). https://publications.jrc.ec.europa.eu/repository/handle/JRC128415
- European Commission. (2017). European Framework for the Digital Competence of Educators (DigCompEdu). https://joint-research-centre.ec.europa.eu/digcompedu_en
- Ugandan Ministry of Education and Sports (2016). The contextualized ICT-CFT for Uganda (CICT-CFTU) course: Technology Literacy (TL) Approach https://unesdoc.unesco.org/ark:/48223/pf0000265422
- UNESCO. (2023). Guidelines on the Development of Open Educational Resources Policies. https://unesdoc.unesco.org/ark:/48223/pf0000371129
- UNESCO (2011). Open Educational Resources Guidelines (OER) in higher education— https://unesdoc.unesco.org/ark:/48223/pf0000213605
- World Bank. (2025). Digital Skills Development: Competence Frameworks, Assessmen Tools, and Pedagogical Approaches. https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/3EDU-WP-14-Digital-skills-development.pdf
- Web Accessibility Initiative (WAI). WCAG 2.1 Standards / Guidelines. https://www.w3.org/WAI/standards-guidelines/wcag/

Practical activities

Activity 1 - Digital tool scan for green skills

Aims of the Activity

- Identify digital tools relevant to green job training.
- Evaluate tools using clear accessibility, sustainability and pedagogical criteria.

Description of the Activity

Participants work individually or in pairs to explore a curated list of digital tools (simulation platforms, collaborative apps, virtual labs, microlearning tools, etc.). They select three tools and complete an evaluation table assessing functionality, usability, pedagogical alignment, environmental sustainability and relevance for Ugandan VET learners.

Duration: 45-60 minutes

Group size: Individual work or pairs (recommended pair work for peer discussion)

Steps:

1. Introduction. The facilitator gives an overview of different categories of digital tools for VET (simulation, collaborative platforms, assessment tools, multimedia resources).
2. Tool exploration. Participants browse the curated list and briefly explore the interface and purpose of several digital tools.

3. Selection of three tools. Each participant/pair selects three tools they consider most relevant for green skills training.
4. Evaluation task. Participants complete an evaluation template for each tool, assessing:
    - Functionality
    - Usability & accessibility (including low-bandwidth suitability)
    - Pedagogical alignment with green competences
    - Environmental sustainability (energy efficiency, low resource intensity)
    - Relevance to Ugandan VET learners
5. Group reflection. Participants share one highly recommended tool and one tool they would not use, explaining the reasons.

Evaluation:

Participants are assessed through:

- Completed evaluation templates (accuracy and depth of analysis)
- Brief oral justification during the reflection round

Assessment focuses on their ability to critically evaluate digital tools, not on technical mastery.

Resources

- Evaluation template (provided by facilitator)
- Internet-connected device
- List of recommended tools

To find out more

– DigCompEdu Overview — https://joint-research-centre.ec.europa.eu/digcompedu_en

Activity 2 - Adapting a digital resource for local VET contexts

Aims of the Activity

- Practise contextualising digital learning materials.
- Strengthen resource adaptation and localisation skills.

Description of the Activity

Learners select an existing digital resource (e.g., infographic, worksheet, short video) and adapt it to match a specific Ugandan VET scenario (such as rural renewable energy training or urban waste-management lessons). Adaptations may include language simplification, cultural contextualisation, added examples, reduced technical complexity, or creation of offline versions.

Duration: 60-75 minutes

Group size: Individual or small groups of 3-4

Steps & instructions:

6. Introduction: The facilitator explains the concept of localisation: cultural relevance, clarity, accessibility and technical constraints (e.g., low bandwidth, multiple languages).
7. Selection of resource: Participants choose an existing resource from those provided or bring one they already use.
8. Context definition: Each participant/group selects a Ugandan VET scenario (e.g., Karamoja solar training, Kampala e-waste management, Jinja agribusiness).
9. Adaptation work: Participants modify the resource to ensure:
    - Language clarity and simplicity
    - Cultural and contextual relevance
    - Appropriate examples from Ugandan workplaces
    - Offline usability (PDF export, simplified graphics, low MB formats)
    - Accessibility (clear layout, readable fonts, colour contrast, captions)
10. Showcase & peer feedback: Participants present the adapted resource; peers give structured feedback using a short checklist.

Evaluation:

Assessment focuses on:

- Quality of the adapted resource (context relevance, clarity, accessibility)
- Evidence of localisation strategies applied
- Peer feedback participation
- No technical perfection is required. The focus is thoughtful pedagogical adaptation.

Resources

- Original resource
- Editing software (Google Docs, Canva, PowerPoint, etc.)

To find out more

– UNESCO OER Guidelines — https://unesdoc.unesco.org/ark:/48223/pf0000213605

Unit 4.2 - Designing digital-supported learning pathways for green skills development

Teaching Plan

Aims of the Unit
Unit 4.2, "Designing digital-supported learning pathways for green skills development", aims to capacitate VET practitioners and in-company trainers with the ability to design learning pathways that integrate curated and interactive digital tools, facilitating collaborative learning, and ensuring proper alignment with the learning outcomes
Suggested contents
Module 1: Design coherent digital-supported learning pathways for VET students This module introduces VET practitioners and in-company trainers to the principles of designing structured digital-supported learning sequences for the acquisition of green job competences. Participants explore instructional design models relevant to blended and fully digital training, analysing how digital activities can be aligned with specific learning outcomes related to green skills. The module guides learners through the process of mapping out a coherent learning path that integrates digital tools, hands-on activities and face-to-face components, ensuring pedagogical consistency and relevance for VET students. By the end of the module, participants will be able to independently design digital-supported learning paths that strengthen green skills development and align with labour market needs. **Module 2: Integrate interactive and collaborative digital tools into curriculum delivery.** This module focuses on how VET practitioners and in-company trainers can meaningfully integrate interactive digital tools (such as collaborative platforms, virtual classrooms, forums and wikis) into the delivery of curricula for green jobs. Learners explore how digital environments support problem-based and project-based learning, enabling students to collaborate, solve real problems and engage actively with content. The module emphasises the role of trainers as facilitators of dynamic and cooperative learning processes supported by digital tools. By applying these approaches, trainers can create participatory, engaging and practice-oriented experiences that prepare students for the demands of green occupations. **Module 3: Ensure the alignment of digital-supported activities with learning outcomes.** This module equips participants with the knowledge and skills needed to assess and continuously improve digital-supported learning pathways. Learners explore principles of digital pedagogy evaluation, including those found in DigCompEdu, and learn how to use feedback

mechanisms, learner analytics and assessment data to make informed adjustments to their training design.

Participants also collaborate with peers to reflect on the use and impact of digital technologies in green skills development. The module fosters autonomy in refining digital learning strategies and encourages a culture of continuous improvement in VET digital pedagogy.

Methodology

Case studies and real-world scenarios

Educators present real situations from Ugandan VET centres related to designing learning sequences for green skills. Participants analyse examples of digital-supported pathways, interactive tool use and evaluation strategies, identifying what makes them effective and how they can be improved.

Hands-on practice with digital tools and learning pathway design

Trainers experiment directly with digital platforms and tools to design, implement and refine learning sequences and activities. This practical component ensures that the skills acquired are immediately applicable to real teaching contexts.

Collaborative activities and peer feedback

Learners work in groups to co-design or analyse learning paths, interactive activities or evaluation plans. They exchange feedback to strengthen designs and share professional experiences, simulating Community of Practice collaboration.

Reflective tasks

Each module includes reflection prompts to help participants internalise lessons learned and apply them to their own green-skills curriculum design.

Assessment

Digital-supported pathway design assignment

Participants create and submit a complete mini learning pathway that includes:

- Learning outcomes
- Sequence of digital and non-digital activities
- Selected tools and justification
- Expected learner outputs

Peer review session

Participants exchange their pathway designs and provide structured peer feedback using a rubric based on:

- Alignment with outcomes
- Pedagogical coherence
- Use of interactive tools
- Feasibility in Ugandan VET centres

Reflective report

A short written reflection (300-500 words) explaining:

- Why the chosen digital tools support learning
- How inclusiveness, accessibility and engagement were considered
- How the pathway could be improved

Tips for teachers, trainers and educators

- **Start with outcomes**: always design backward, ensuring every activity contributes to the desired skills for green jobs.
- **Balance digital and physical activities** to maintain engagement and address contextual realities (e.g., limited bandwidth).
- Choose collaborative tools that your learners can realistically access (mobile-friendly, low data usage).
- **Keep learning sequences simple and structured**; too many tools can overwhelm both you and your students.
- **Encourage learner interaction**: digital collaboration is key for green skills such as problem solving and teamwork.
- **Test your digital pathway before delivering it**—ensure that links work, activities are clear and timing is realistic.
- **Collect learner feedback frequently**; digital pathways improve significantly through small iterative adjustments.

References

– European Commission (2017). European Framework for the Digital Competence of Educators (DigCompEdu) - https://joint-research-centre.ec.europa.eu/digcompedu_en
– UNESCO (2023). The ICT Competency Framework for Teachers Harnessing OER Project: digital skills development for teachers. - https://unesdoc.unesco.org/ark:/48223/pf0000383206
– OECD (2023). Digital Education Outlook. - https://www.oecd.org/en/publications/oecd-digital-education-outlook-2023_c74f03de-en.html
– Commonwealth of Learning (2022). Strengthening and Sustaining Online and Blended Learning in the Aftermath of Covid-19 through Quality Assurance Measures: The Case of Public Higher Education Institutions in Mauritius. - https://oasis.col.org/entities/publication/b64de6aa-ecc4-4bb4-9b8e-ea24d45d6629

Practical activities

Activity 1 - Designing a mini digital-supported pathway

Aims of the Activity

- To design a coherent sequence of digital-supported activities aligned with specific green job learning outcomes.
- To practise applying instructional design principles in a VET green-skills scenario.

Description of the Activity

Duration: 90 minutes

Group size: 3-4 participants per group

Steps & instructions

1. Define the context: Each group selects one green sector (e.g., waste management, eco-tourism, renewable energy).
2. Identify learning outcomes: Groups choose 2-3 realistic outcomes.
3. Select tools: Groups select at least two digital tools (collaborative, multimedia, or assessment-based).
4. Design the pathway:
    - Sequence 4-6 learning activities
    - Ensure at least 2 involve digital collaboration
    - Include one formative assessment
5. Prepare a visual representation: Using diagrams (Miro, PowerPoint, paper), groups map the pathway.
6. Share the design with the class.

Evaluation

Facilitators assess pathways using a rubric:

- Alignment with outcomes
- Clarity and coherence
- Appropriate tool selection
- Relevance to the Ugandan VET context

Peers provide additional feedback.

Resources

- Blank pathway template (timeline or flowchart) - can be created using Google Slides, PowerPoint, or Miro.
- Collaborative platforms:
    - Google Workspace: https://workspace.google.com
    - Miro (free education version): https://miro.com/education

To find out more

– Greening curriculum guidance (UNESCO): https://www.unesco.org/en/sustainable-development/education/greening-future/curriculum

- UNESCO - The ICT Competency Framework for Teachers Harnessing OER Project: digital skills development for teachers - https://unesdoc.unesco.org/ark:/48223/pf0000383206
- Commonwealth of Learning - Guidelines on Blended Learning for TVET - https://www.col.org/resources/guidelines-blended-learning-tvet
- European Commission - Instructional Design for Digital Learning - https://education.ec.europa.eu

Activity 2 - Integrating interactive tools into a lesson plan

Aims of the Activity

- To practise embedding interactive digital tools into the delivery of a green skills lesson.
- To strengthen trainers' ability to engage students using digital collaboration.

Description of the Activity

Duration: 60 minutes

Group size: Pairs (2 participants)

Steps & instructions

1. Choose a topic from green skills (e.g., waste sorting, solar safety procedures).
2. Select one interactive tool (Padlet, Google Jamboard, Kahoot, Mentimeter, etc.).
3. Plan a 20-minute activity where students must use the tool to:
    - brainstorm
    - collaborate
    - solve a problem
    - or analyse an environmental scenario
4. Create the activity prototype:
    - Prepare instructions for students
    - Upload prompts/questions
    - Set up the tool space
5. Deliver a micro-demo (5 minutes) to another pair.

Evaluation

The activity is evaluated based on:

- Level of student engagement
- Relevance to green job competences
- Feasibility in local VET centres
- Clarity of instructions

Peer feedback reinforces refinement.

Resources

- Interactive digital tools (free or low-data options):
  - Padlet: https://padlet.com
  - Mentimeter: https://www.mentimeter.com
  - Kahoot (mobile-friendly): https://kahoot.com
  - Google Jamboard (retired but replaced by FigJam free tier): https://www.figma.com/figjam
- Real environmental case studies for Uganda (for contextual tasks):
  - National Environment Management Authority (NEMA Uganda) https://nema.go.ug
- Sample lesson plan templates: https://www.teacher.org/lesson-plans

To find out more

- OECD - Digital Tools for Active Learning - https://www.oecd.org/education
- UNESCO - ICT Competency Framework for Teachers (interactive lesson design) - https://unesdoc.unesco.org/ark:/48223/pf0000371789
- UNESCO - Digital Learning in Africa: Bridging the Gap in Low-Resource Contexts - https://www.unesco.org/en/articles/digital-learning-africa-bridging-gap-low-resource-contexts

Unit 4.3 - Implementing and assessing digital learning activities for green job readiness

Teaching Plan

Aims of the Unit

Unit 4.3, "Implementing and assessing digital learning activities for green job readiness", aims to empower VET practitioners and in-company trainers to effectively integrate digital learning activities that foster both practical and cognitive competences in VET students preparing for green jobs. Additionally, the unit guides trainers in applying digital assessment tools to monitor learners' progress, and in integrating appropriate digital solutions for assessment, ensuring full alignment with established green competence frameworks.

Suggested contents

Module 1: Implement digital learning activities that develop practical and cognitive competences in VET students for green jobs.

This module prepares VET practitioners and in-company trainers to deliver digital-supported training sessions focused on green job competences. Participants explore the use of virtual classrooms, simulations and e-learning platforms to facilitate engaging, interactive lessons. The module also highlights how environmental case studies can be embedded into digital content to strengthen relevance and contextualisation for Ugandan learners.

By the end of this module, trainers will feel confident in conducting dynamic and content-rich digital sessions that foster meaningful learning and practical skills development.

Module 2: Apply digital assessment tools to monitor VET students' progress.

This module introduces participants to digital tools and methods for assessing VET students' acquisition of green competences. Learners examine both formative and summative digital assessment tools, including quizzes, polling systems, peer review mechanisms and competence-based assessment apps. Emphasis is placed on selecting appropriate digital tools aligned with green competence frameworks and ensuring transparent, fair and evidence-based evaluation of learners' performance.

Module 3: Integrate digital tools for formative and summative assessment aligned with green competence frameworks.

This module focuses on the role of digital feedback in supporting continuous learning and improvement. Participants explore techniques for providing timely, constructive feedback through synchronous and asynchronous digital channels. They also learn how to encourage

VET students to engage in self-reflection and self-assessment using digital tools, strengthening learner autonomy and motivation.

The module reinforces the trainer's responsibility to guide learners' progress through purposeful digital support aligned with pedagogical best practices.

Methodology

Interactive demonstrations and simulations

Educators model real digital-supported training sessions, assessments and feedback processes. Participants observe, analyse and later replicate these experiences using digital platforms.

Hands-on use of digital delivery and assessment tools

Learners practise delivering short digital training segments, conducting assessments and providing feedback using the platforms explored. This strengthens practical competence and confidence.

Collaborative learning and peer review

Group work supports collective problem-solving, while peer feedback helps learners refine their teaching, assessment and feedback techniques.

Reflection and self-assessment activities

Each module includes reflective prompts to help participants assess their own progress and identify areas for improvement in their digital teaching practices. This promotes autonomy and continuous professional growth.

Assessment

Practical demonstrations

Participants conduct short digital-supported training sessions, apply assessment tools and provide feedback in simulated environments. These demonstrations evaluate real competence in digital delivery, assessment and learner support.

Digital assessment design task

Trainers design a digital assessment aligned with a specific green competence, demonstrating their ability to apply appropriate tools and methods.

Feedback practice activity

Participants deliver a sample piece of digital feedback (via audio, video, written commentary or platform tools) showing clarity, relevance and pedagogical alignment.

Continuous and peer feedback

Throughout the modules, facilitators and peers offer feedback that guides participants toward mastery of digital-supported teaching practices.

Tips for teachers, trainers and educators

- **Start with your context**: choose tools that match the devices, bandwidth and digital maturity of your learners. Simpler tools used well are more effective than complex tools used poorly.
- **Align every activity with a green competence**: digital tools are not the goal; skills for green jobs are. Begin planning by defining the competences first.
- **Use micro-learning**: short digital tasks (5-10 minutes) maintain engagement and are more accessible in low-connectivity environments.
- **Provide feedback in multiple formats**: audio or short video feedback is often clearer and more motivating for learners than long text comments.
- **Encourage learner autonomy**: integrate self-assessment checklists and reflection prompts so learners take ownership of their progress.
- **Prioritise inclusivity**: always consider mobile access, low-data usage, and accessibility features when selecting tools.
- **Document what works**: keep a simple log of which tools and activities succeed in your context to refine your digital pedagogy over time.

References

– UNESCO - ICT Competency Framework for Teachers (interactive lesson design) - https://unesdoc.unesco.org/ark:/48223/pf0000371789
– European Commission - Joint Research Centre (2022). DigCompEdu: The European Framework for the Digital Competence of Educators. - https://joint-research-centre.ec.europa.eu/digcompedu_en
– UNESCO - Digital Learning in Africa: Bridging the Gap in Low-Resource Contexts - https://www.unesco.org/en/articles/digital-learning-africa-bridging-gap-low-resource-contexts
– Commonwealth of Learning - Guidelines on Blended Learning for TVET - https://www.col.org/resources/guidelines-blended-learning-tvet

Practical activities

Activity 1 - Designing and delivering a digital micro-lesson for a green skill

Aims of the Activity

Participants design and deliver a 10-minute digital micro-lesson using a digital tool appropriate for the Ugandan VET context.

The aim of the activity is to enable VET practitioners and in-company trainers to design and deliver short, effective digital learning experiences that develop practical and cognitive green competences in VET students, using accessible digital tools adapted to local training contexts.

Description of the Activity

Duration: 60-90 minutes

Group size: Individual task or pairs

Steps

1. Select a green job competence (e.g., safe solar installation, waste sorting, water conservation).
2. Choose a digital tool (simulation, virtual classroom, WhatsApp-based task, Google Classroom, etc.).
3. Create a short learning activity that includes:
    - an introductory prompt,
    - a core learning task,
    - a short digital interaction (poll, question, or demonstration).
4. Deliver the micro-lesson live or recorded to peers.
5. Receive structured peer feedback using a provided rubric.

Instructions

- Activities must be accessible via mobile.
- The micro-lesson must integrate at least one real case study or practical scenario.
- If connectivity is low, participants may record a short video or design an offline-first digital activity.

Evaluation

- Clarity of learning objective
- Appropriate selection of digital tool
- Alignment with the selected green competence
- Learner engagement strategy
- Evidence of inclusivity and accessibility

Resources

– European GreenComp Framework: - https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en
– Google Classroom: - https://classroom.google.com

To find out more

– Commonwealth of Learning - Transforming Education for Climate Action: Report to Commonwealth Ministers of Education. - https://www.col.org/resources

Activity 2 - Creating a digital assessment + Feedback package

Aims of the Activity

Participants design a small digital assessment package aligned with a green competence and accompanied by constructive digital feedback.

The aim of the activity is to equip VET practitioners and in-company trainers with the ability to create fair, transparent and competence-based digital assessment tools (supported by clear digital feedback) that measure learners' progress toward green job readiness.

Description of the Activity

Steps

1. Select a green competence and define a measurable learning outcome.
2. Choose a digital assessment tool, such as Google Forms, Kahoot, Moodle quiz, or a simple mobile-based form.
3. Create a formative assessment, including:
    - 3-5 questions or tasks,
    - at least one open question promoting reflection.
4. Create a summative task, such as:
    - a short scenario-based question,
    - a checklist or rubric for practical skills.
5. Record or write digital feedback (audio, video or text).
6. Share with peers for review and improvement.

Instructions

- Assessments must be device-friendly and low-data.
- Feedback must be clear, actionable and supportive.
- Avoid overly complex or bandwidth-heavy tools unless necessary.

Evaluation

- Alignment between assessment and competence
- Clarity and fairness of tasks
- Appropriateness of the tool
- Quality and usefulness of feedback
- Evidence of ethical and inclusive assessment practice

Resources

– Google Forms - https://forms.google.com
– Kahoot - https://kahoot.com
– DigCompEdu Assessment Guidelines - https://joint-research-centre.ec.europa.eu/digcompedu_en

To find out more

– UNESCO - Open access resources on education: https://unesdoc.unesco.org

Area 5. Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery

Unit 5.1 - Promoting inclusion, diversity and equal access in green skills curricula

Teaching Plan

Aims of the Unit
Unit 5.1 aims to equip VET practitioners and in-company trainers with the competences required to design and deliver inclusive and equitable green skills curricula. The focus is on identifying barriers to participation, applying culturally responsive and gender-sensitive pedagogical strategies, and ensuring that all learners (especially underrepresented groups) have meaningful access to green job training and opportunities. Learning outcomes: 1. Learners are able to identify potential barriers to inclusion and diversity in green skills training programmes. 2. Learners are able to design inclusive learning activities that reflect cultural, gender and social diversity. 3. Learners are able to implement accessibility and support measures to ensure equal learning opportunities for all VET students..
Suggested contents
Module 1. Principles of inclusion, equity and diversity in VET This module provides a foundational understanding of inclusion, equal access and non-discrimination in VET settings. Educators explore social, cultural, gender and economic barriers affecting learner participation, with attention to the Ugandan context and priority groups. The module links the principles of the European Pillar of Social Rights with local needs and green skills development. **Module 2. Identifying barriers and conducting diversity needs assessments** Educators learn to conduct diversity audits and needs assessments to identify biases, barriers and gaps in existing curricula. This includes strategies for collecting feedback from learners, employers and communities, analysing materials for gender stereotypes, and recognising socio-economic constraints.

Module 3. Inclusive pedagogical strategies for green skills training

This module equips trainers with concrete techniques to design inclusive learning activities: universal design for learning (UDL), gender-sensitive approaches, adaptive teaching, differentiated instruction, and culturally responsive communication.

Educators learn how to select materials, case studies and examples that reflect the diversity of learners.

Module 4. Ensuring accessibility and support systems

This module focuses on structural and pedagogical measures to ensure accessibility in green skills training:

- Language support
- Assistive technologies
- Flexible learning pathways
- Mentoring and peer support systems

Educators also explore how to embed inclusive assessment strategies that do not disadvantage any learner group

Methodology

Participatory workshops

Participants work together to analyse bias in teaching materials, reflect on their own assumptions and collaboratively redesign learning activities.

Case studies from diverse learner contexts

Real examples (especially from Uganda) help educators see how diversity affects training uptake and green job placement.

Role-play scenarios

Simulated cases (e.g. handling discrimination, addressing accessibility needs) allow educators to test inclusive behaviours.

Reflective practice

Trainers maintain reflective journals to identify areas where their teaching practices can be more inclusive.

Assessment

Assessment focuses on educators' capacity to design and evaluate inclusive learning environments.

Inclusive curriculum redesign task

Participants analyse a sample curriculum and propose adaptations to increase inclusion and accessibility.

Short reflective essay

Educators produce a reflection on inclusion barriers in their own institutions and how they plan to address them.

Peer evaluation

Participants review each other's inclusive teaching strategies, reinforcing collaborative learning and awareness.

Tips for teachers, trainers and educators

- **Use diverse examples** to ensure all learners see themselves represented.
- **Check your materials for bias**: images, language and case studies should reflect diversity.
- **Ensure accessibility** through simple steps: clear language, visual aids, flexible assignments.
- **Create a supportive atmosphere**, encouraging learners to express their needs safely.

References

– European Pillar of Social Rights – European Commission - https://employment-social-affairs.ec.europa.eu/policies-and-activities/european-pillar-social-rights-building-fairer-and-more-inclusive-european-union_en
– UNESCO - Inclusive VET Guidelines - https://www.unesco.org/en/articles/inclusion-tvet-practical-guide-formal-non-formal-and-informal-tvet-institutions
– Universal Design for Learning (UDL) Framework - https://udlguidelines.cast.org/
– ILO - Inclusive training delivery - https://www.ilo.org/topics-and-sectors/skills-and-lifelong-learning/treepedia-training-rural-economic-empowerment/training-design-organization-and-delivery/inclusive-training-delivery

Practical activities

Activity 1 - Barrier Mapping Workshop

Aims of the Activity

The aim is to help educators identify potential barriers to inclusion in their existing curricula and training strategies.

Description of the Activity

Duration: 60 minutes

Group size: 4-5 participants

Steps:

1. Introduction (10 min)
   Trainer explains types of barriers: physical, linguistic, gendered, socio-economic, disability-related.
2. Curriculum audit (20 min)
   Groups review a sample curriculum. The curriculum audit is a short but focused critical review of teaching materials to determine whether they are truly inclusive, clear, representative, and accessible to all learners. It is a practical exercise based on real analysis, more hands-on than theoretical.
3. Barrier mapping (20 min)
   Using a template, groups list identified barriers and propose mitigation strategies.
4. Sharing (10 min)
   Groups present results to the plenary.

Resources

- Barrier mapping template,
- markers,
- printed curriculum examples.

To find out more

Activity 2 - Inclusive scenario Role-Play

Aims of the Activity

The activity aims at strengthening educators' ability to respond effectively to challenges involving discrimination, exclusion or accessibility issues.

Description of the Activity

Duration: 45-60 minutes

Group size: 3-4 participants

Steps:

1. Scenario distribution (5 min)
   Groups receive an inclusion-related scenario.
2. Role-play preparation (10 min)
   Groups assign roles and discuss response strategies.
3. Role-play (10-15 min)
   Groups act out the scenario.
4. Debrief (15-20 min)

Trainer discusses what worked, what didn't and alternative inclusive approaches.
Resources
• Printed scenarios, • debriefing guide, • flipchart.
To find out more

Unit 5.2 - Integrating civic engagement, ethical values and community participation into learning design

Teaching Plan

Aims of the Unit

Unit 5.2 aims to support VET practitioners and in-company trainers in embedding civic engagement, ethical reasoning and community participation into the design and delivery of green skills curricula. The unit strengthens trainers' ability to cultivate socially responsible learners who can apply ethical principles and citizenship values to real-world sustainability challenges and actively collaborate with communities

Learning outcomes:

1. Learners are able to integrate civic values and ethical reasoning into green skills training.
2. Learners are able to design project-based learning activities that promote community engagement.
3. Learners are able to guide VET students in applying ethical and civic values to real-world green challenges.

Suggested contents

Module 1. Civic responsibility and ethical reasoning in green skills education

This module explores the importance of civic engagement and ethics as core components of green competences.

Educators reflect on ethical principles such as fairness, responsibility, stewardship and long-term thinking and how these connect to GreenComp competencies.

Module 2. Designing learning activities with civic and ethical dimensions

Educators learn to embed civic values in lessons by connecting sustainability challenges with community needs.

The module covers strategies for designing problem-based learning around issues such as waste management, land conservation, climate adaptation and community health.

Module 3. Community-Based learning approaches

This module introduces methodologies for engaging community stakeholders in VET learning processes.

Educators explore service-learning, participatory projects, local partnerships, and collaborative problem-solving.

Examples include involving local farmers, environmental NGOs, youth associations or municipal authorities.

Module 4. Facilitating Ethical Decision-Making and Reflection

Educators learn how to facilitate structured reflection, ethical debates and learner-led discussions on social and environmental consequences of decisions.

Case studies are used to help learners apply ethical reasoning to realistic dilemmas in green jobs.

Methodology

Service-learning and community engagement projects

Learners partner with community stakeholders to solve real environmental challenges.

Ethical dilemma analysis

Structured debates allow learners to examine conflicts between economic, social and environmental priorities.

Problem-based learning

Learners explore civic issues such as waste disposal or water management and design solutions with community impact.

Reflective dialogue

Educators guide learners in linking green skills with personal responsibility and civic values.

Assessment

Assessment focuses on the ability to apply ethical and civic principles to green job contexts.

- **Community project evaluation.** Learners plan or implement a mini-project with a community partner and are assessed on relevance, collaboration and sustainability.
- **Ethical reasoning assignment**. Short written or oral task where learners analyse a dilemma and justify their decisions based on ethical principles.
- **Participation and reflection**. Learners maintain reflective logs documenting their engagement with civic and ethical learning activities.

Tips for teachers, trainers and educators

- **Use real community problems** as learning triggers to increase engagement.
- **Encourage ethical dialogue**, not just “right answers.”
- **Partner** with local stakeholders to make training socially meaningful.
- **Support reflective learning** to help learners internalise civic and ethical values.

References

- GreenComp - European Commission - https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en
- UNESCO - Global Citizenship and Peace Education - https://www.unesco.org/en/global-citizenship-peace-education
- UN - Education for sustainable development for 2030 toolbox - https://www.unesco.org/en/sustainable-development/education/toolbox

Practical activities

Activity 1 - Community Sustainability Mapping

Aims of the Activity

The aim is to help learners identify sustainability challenges in their communities and connect them with potential green job opportunities.

Description of the Activity

Duration: 60-90 minutes

Group size: 4-5 learners

Steps:

1. Introduction (10 min)
   Trainer explains community-based learning approach.
2. Local challenge mapping (20-25 min)
   Groups map issues such as drainage, waste, deforestation, or pollution.
3. Stakeholder identification (15 min)
   Learners list community actors affected or involved.
4. Opportunity linking (20 min)
   Groups connect challenges to potential green job roles or entrepreneurial ideas.
5. Presentation (10-15 min)

Resources

- Community map template,
- markers,
- local data sources,
- tablets (optional).

To find out more

Activity 2 - Ethical Green Dilemma Café

Aims of the Activity

To develop ethical reasoning and civic responsibility through facilitated discussion of sustainability dilemmas.

Description of the Activity

Duration: 60 minutes

Group size: 6-12 participants

Steps:

1. Room setup like a “World Café”.
2. Dilemma stations (10 min)
   Each table hosts a different ethical dilemma.
3. Rotations (30 min)
   Groups rotate every 10 minutes, adding ideas.
4. Synthesis (15 min)
   Trainer summarises ethical patterns and decisions.
5. Reflection (5 min)

Resources

- Printed dilemmas,
- flipcharts,
- markers.

To find out more

Area 6. Quality assurance and digital supported validation of competences

Unit 6.1 - Designing quality assurance processes for green VET curricula

Teaching Plan

Aims of the Unit
Unit 6.1, “Designing quality assurance processes for green VET curricula”, aims to equip VET practitioners and in-company trainers with the knowledge and practical skills needed to design, implement and continuously improve quality assurance (QA) processes in green VET curricula. The unit focuses on ensuring coherence between learning outcomes, curriculum content, teaching and learning methods, assessment procedures and labour market needs related to green jobs. It also supports the development of a quality culture in VET institutions, promoting transparency, stakeholder involvement and continuous improvement in green skills training.
Suggested contents
Module 1: Foundations of quality assurance in green VET This module introduces quality assurance as a continuous process that supports the relevance, effectiveness and credibility of green VET curricula. Participants explore the role of QA in ensuring that environmental and sustainability competences are consistently integrated across training programmes and aligned with current green technologies, regulations and labour market needs. The module explains how quality in green VET goes beyond completion rates or exam results and focuses on learners’ ability to apply sustainable practices in real work situations. Participants are introduced to quality standards for green VET, which define what good-quality green training looks like, including the integration of sustainability competences, environmentally responsible behaviours and contributions to broader development objectives. The module also presents reference frameworks as guiding tools that help organise quality assurance processes through structured cycles of planning, implementation, evaluation and improvement. Although, adapting these frameworks to institutional capacity, national regulations and local green labour market contexts, highlighting their role as flexible guides rather than rigid rules. **Module 2: Designing and implementing quality assurance processes.**

This module focuses on the practical design and implementation of quality assurance processes for green VET curricula. Participants learn how to translate quality principles and standards into operational procedures that guide curriculum design, training delivery and assessment.

The module addresses the definition of quality objectives for green VET programmes and the identification of appropriate indicators and evidence sources, such as curriculum content, learner performance, employer feedback and the application of sustainable practices during training. It highlights the importance of assigning clear roles and responsibilities among institutional staff, trainers and in-company tutors.

Monitoring, evaluation and continuous improvement are presented as core elements of QA. Participants explore how regular data collection and feedback can be used to review training effectiveness, update curricula and respond to technological change and evolving sustainability requirements.

Methodology

The unit applies learner-centred, practice-oriented and collaborative methodologies to support meaningful understanding and application of quality assurance concepts.

Case studies and real-world scenarios

Educators present concrete examples from green VET programmes, ideally linked to sectors such as renewable energy, sustainable agriculture or waste management. Participants analyse how quality assurance processes are applied, identify strengths and weaknesses, and discuss improvement strategies relevant to their own contexts.

Collaborative design tasks

Participants work in small groups to design quality assurance processes for hypothetical or real green training programmes. These tasks encourage peer learning, exchange of experience and collective problem-solving.

Guided reflection and discussion

Structured reflection activities support participants in connecting QA principles with their professional practice. Facilitators guide discussions to ensure that quality assurance is understood as a supportive tool for improvement rather than a control mechanism.

Use of templates and tools

Practical templates for QA design, feedback collection and review processes are introduced to support transferability and practical application in participants' institutions.

Assessment

Assessment focuses on the practical application of quality assurance principles and participants' ability to design coherent and realistic QA processes for green VET curricula.

Practical design task

Participants design a basic quality assurance process for a green training programme, including quality criteria, indicators and feedback mechanisms.

Case study analysis

Learners analyse a short case study related to QA in green VET and propose concrete improvement measures.

Reflective input

A short written or oral reflection allows participants to explain how QA processes can support improvement in their own training contexts.

Continuous feedback

Facilitators provide formative feedback throughout group work and discussions. Peer feedback is encouraged to strengthen reflection and critical thinking.

Tips for teachers, trainers and educators

- Present quality assurance as a **support mechanism for improvement**, not as a control or inspection tool.
- **Use real examples** from green VET programmes to make QA concepts concrete and meaningful.
- Encourage participants to **involve** employers, learners and colleagues when designing QA processes.
- **Emphasise coherence**: learning outcomes, teaching methods and assessment should always be aligned.
- **Support contextualisation**: QA frameworks should be adapted to institutional capacity and local labour market needs.
- Promote a **culture of continuous improvement** rather than one-off evaluations.

References

– EQAVET - European Quality Assurance Reference Framework for Vocational Education and Training - https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training_en
– CEDEFOP - Ensuring quality in VET green transitions - https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/44498
– UNESCO-UNEVOC - Promoting quality in TVET using technology - https://unesdoc.unesco.org/ark:/48223/pf0000374602

Practical activities

Activity 1 - Quality assurance review of a green VET curriculum

Aims of the Activity

- Analyse quality assurance elements in an existing green VET curriculum.

- Identify strengths, weaknesses and areas for improvement related to quality processes.

Description of the Activity

Participants work in small groups to analyse a short description of a green VET curriculum.

Duration: 60-90 minutes

Group size: Small groups (3-5 participants)

Steps:

1. Introduction: the facilitator briefly explains key QA dimensions to be analysed.
2. Curriculum analysis: groups review the curriculum focusing on learning outcomes, delivery, assessment and feedback mechanisms.
3. Identification of gaps: groups identify missing or weak QA elements.
4. Proposal of improvements: participants propose realistic QA improvements.
   Plenary discussion: groups share findings and reflect collectively.

Evaluation:

Participants are assessed based on the relevance and feasibility of their analysis and improvement proposals.

Resources

- Curriculum description
- QA checklist
- Flipchart or digital whiteboard

To find out more

– EQUAVET - Improving Quality Assurance in Vocational Education and Training across Europe through common principles of quality management - https://ec.europa.eu/social/BlobServlet?docId=27907&langId=en

Activity 2 - Designing a quality assurance process for a green training programme

Aims of the Activity

- Design a coherent quality assurance process for a green VET programme.
- Apply QA principles to curriculum design and review.

Description of the Activity

Duration: 90-120 minutes

Group size: Small groups (3-5 participants)

Steps:

1. Programme selection: groups select or are assigned a green training programme.

2. Definition of quality criteria and indicators.
3. Design of feedback and review mechanisms.
4. Presentation and peer feedback.

Evaluation:

Assessment focuses on coherence, applicability and alignment with green training objectives

Resources

- Templates for QA design
- Internet access
- Presentation tools.

To find out more

– EQUAVET - Improving Quality Assurance in Vocational Education and Training across Europe through common principles of quality management - https://ec.europa.eu/social/BlobServlet?docId=27907&langId=en

Unit 6.2 - Applying digital-supported systems for validation and recognition of green competences

Teaching Plan

Aims of the Unit

Unit 6.2, “Applying digital-supported systems for validation and recognition of green competences”, aims to equip VET practitioners and in-company trainers with the knowledge and practical skills needed to apply digital tools and systems to support the validation and recognition of green competences. The unit focuses on using digital solutions to document learning outcomes, assess competence development and enhance transparency, credibility and transferability of skills acquired through vocational education and work-based learning. It also supports the alignment of validation processes with quality assurance principles and labour market needs in green sectors.

Suggested contents

Module 1: Foundations of validation and recognition of green competences

This module introduces the concepts of validation and recognition of competences within vocational education and training, with a specific focus on green VET contexts. Participants explore why validation and recognition are essential for making green competences visible and valued, particularly when skills are acquired through diverse learning pathways such as formal training, work-based learning and informal learning environments.

The module clarifies the distinction between validation and recognition and explains their role in supporting employability, transparency and mobility in green labour markets. It also addresses the key principles and quality requirements of digital-supported validation, including transparency, reliability, inclusion and ethical use of data. Special attention is given to the need to adapt validation approaches to institutional capacity, national regulations and local labour market conditions.

Module 2: Digital tools and systems for validation and recognition

This module focuses on the practical use of digital tools and systems to support the validation of green competences. Participants explore how digital platforms, such as digital portfolios and competence management tools, can be used to document learning outcomes and collect evidence in a structured and accessible way.

The module addresses evidence-based validation processes, highlighting the importance of clearly defined validation criteria and realistic evidence requirements. Participants learn how digital systems can support transparency and traceability by linking evidence to specific competences and assessment decisions. Emphasis is placed on selecting digital tools that are

accessible, user-friendly and suitable for contexts with limited connectivity, ensuring that digital-supported validation remains inclusive and practical.

Module 3: Recognition, communication and transferability of green competences

This module addresses the recognition and communication of validated green competences through digital means. Participants explore different formats for digital recognition, such as digital certificates, badges or competence records, and reflect on how these tools can increase the visibility and credibility of green skills.

The module highlights the importance of transferability of competences across training, employment and sectoral contexts, particularly in evolving green labour markets. Participants consider how digital recognition supports employability and lifelong learning by enabling learners to build and update competence profiles over time. The module also emphasises the role of trainers in helping learners understand and use digital recognition tools effectively for career development.

Methodology

The unit applies practical, learner-centred and hands-on methodologies that enable participants to experience digital-supported validation processes directly.

Demonstrations of digital validation tools

Educators introduce and demonstrate selected digital tools and platforms used for competence validation. Participants observe how evidence is collected, documented and reviewed within digital systems.

Hands-on practice and experimentation

Participants actively use digital tools to document competences, upload evidence and apply validation criteria. This practical engagement supports confidence and familiarity with digital-supported validation processes.

Case studies and scenario-based learning

Realistic scenarios from green VET and work-based learning contexts are used to analyse validation challenges and solutions. Participants discuss how digital tools can support fair and transparent recognition of competences.

Collaborative design and peer feedback

Group work enables participants to design validation processes and receive feedback from peers. This collaborative approach supports reflection and the exchange of best practices.

Assessment

Assessment focuses on participants' ability to apply digital-supported systems for validation and recognition of green competences in realistic training contexts.

Practical validation task

Participants complete a hands-on task using a digital tool to document and validate a set of green competences based on provided criteria.

Design of a digital-supported validation process

Learners develop a short proposal outlining a digital-supported validation process, including tools, evidence requirements and validation criteria.

Reflective explanation

Participants provide a brief written or oral reflection explaining how digital-supported validation enhances transparency, recognition and employability.

Continuous feedback

Formative feedback is provided throughout the activities, with opportunities for peer feedback to support learning and improvement.

Tips for teachers, trainers and educators

- **Focus on validation principles** before introducing digital tools; technology should support, not drive, the process.
- **Use realistic examples** of green competences and work-based learning outcomes to make validation meaningful.
- **Ensure transparency** by clearly defining validation criteria and evidence requirements.
- Promote accessibility and inclusion when selecting digital tools, considering different levels of digital access and skills.
- **Address data protection and ethical considerations** explicitly when working with digital validation systems.
- **Encourage reflection** on how validated competences can support learners' employability and career pathways.

References

– CEDEFOP - European guidelines for validating non-formal and informal learning - https://www.cedefop.europa.eu/en/publications/4054
– UNESCO-UNEVOC - UNESCO guidelines for the recognition, validation and accreditation of the outcomes of non-formal and informal learning - https://unesdoc.unesco.org/ark:/48223/pf0000216360
– ILO - Handbook on measuring green jobs and skills for green jobs: Monitoring, evaluation and learning - https://www.ilo.org/publications/handbook-measuring-green-jobs-and-skills-green-jobs-monitoring-evaluation

Practical activities

Activity 1 - Creating a digital portfolio for green competences

Aims of the Activity
• Document green competences using digital tools. • Organise and present evidence to support validation and recognition.
Description of the Activity
Participants work individually or in pairs to create a digital portfolio that documents a set of green competences. **Duration**: 90-120 minutes **Group size**: Individual work or pairs **Steps**: 1. Introduction: the facilitator explains the purpose and structure of a digital portfolio. 2. Identification of competences: participants select green competences to be documented. 3. Evidence collection: learners identify and upload evidence (photos, reports, reflections, work samples). 4. Organisation: evidence is structured according to defined competence criteria. 5. Sharing and discussion: participants present their portfolios and receive feedback. **Evaluation**: Assessment focuses on relevance, clarity and coherence of the digital portfolio and selected evidence.
Resources
• Computers or tablets, • Internet access, • Digital portfolio platform or templates.
To find out more

Activity 2 - Designing a digital-supported validation and recognition process
Aims of the Activity
• Design a structured digital-supported validation process for green competences. • Apply validation principles and digital tools coherently.
Description of the Activity
Duration: 90-120 minutes **Group size**: Small groups (3-5 participants)

Steps:

1. Context definition: groups define the target group and training context.
2. Selection of digital tools for validation and documentation.
3. Definition of validation criteria and evidence requirements.
4. Design of the validation workflow (submission, review, feedback, recognition).
5. Presentation and peer feedback.

Evaluation:

Participants are assessed based on the coherence, feasibility and transparency of the proposed validation process.

Resources

- Process design templates,
- Internet access,
- Presentation tools.

To find out more

– CEDEFOP - European guidelines for validating non-formal and informal learning - https://www.cedefop.europa.eu/en/publications/4054