

AWARENESS RAISING AND INVOLVEMENT OF PEOPLE

SELF-ASSESSMENT



Adult education providers enable sustainable lifestyles and involve people in a green transition, through various activities, such as advocacy, campaigning, festivals and community projects. This includes efforts to ensure that sustainability is seen as an integral part of lifelong learning.

In this self-assessment, we will be asking you to evaluate statements about how adult education providers enable sustainable lifestyles and involve people in a green transition, through various activities, such as advocacy, campaigning, festivals and community projects. This includes efforts to ensure that sustainability is seen as an integral part of lifelong learning.

How to use the assessment :

1. Read each statement carefully
2. Give a score between 1-3, where 1 would mean you do not agree and 3 would mean you strongly agree. If the statement is not relevant for you, you can place an O do not write anything.
3. Write down some notes in the note section, answering questions like: is this sub-aspect relevant for me? In what ways is my institution doing well in this area? In which ways is it not?
4. Add up your total score and then go to the end of the quiz for further advice.

Start the self-assessment below:

External Communication

These statements relate to promoting the educational institution's variety of learning offers and activities related to green skills and sustainable transition.

Statement:	Your score	Notes
Community outreach is used to create public visibility for sustainability learning offers and activities		

Press and media are used to highlight sustainability learning offers and activities		
The sustainability work of the institution is highlighted through social media and storytelling		
Learning offers and activities are advertised well (online and offline)		

Engaging People

These statements relate to organizing different kinds of activities that encourage and involve local communities to understand, and engage with sustainability practices and green skills.

Statement:	Your score	Notes
Activities and initiatives for sustainability are organised that engage local communities		
People are involved through active participation methods		
Citizen participation in policy-making and local governance related to a green transition is promoted and facilitated		

Collaboration with local sustainability initiatives

These statements relate to promoting, approaching and engaging with sustainability movements, groups and local initiatives in the community.

Statement:	Your score	Notes
Your organisation joins or initiates networks to promote sustainability in local and regional communities		
Adult institutions' spaces and resources are opened up for green discussions, meetings and events implemented in the local community		
Joint activities and/or projects with sustainability movements are organised		
Tailored training offers for members of local sustainability groups are developed		
Members of local sustainability movements are invited to adult learning and education initiatives and campaigns		

Advocacy

These statements relate to taking action to ensure that sustainability in adult learning and education is a key priority for lifelong learning institutions, policy-makers and civil society organisations.

Statement:	Your score	Notes
People and institutions are made aware of the importance of sustainability in lifelong learning		
Campaigns are launched to green adult learning and education		
National and/or international campaigns on sustainability are promoted or joined		
Relationships with political representatives are built and policy actions for sustainability in lifelong learning are brought forward		
Sustainability tools and practices to advance sustainability are made available to adult learning and education institutions and stakeholders		
Research on lifelong learning and the green transition is promoted		

Review the numbers and reflect!

Take some time to consider the **high scoring aspects** and celebrate! Reflect on these aspects – what would be relevant to improve further?

Take some time to look at the **middle and low scoring** aspects. Reflect on these aspects – what would be relevant to improve?

In what ways could you improve? Are there other areas of the [matrix](#) that you would be also interested in assessing?

Take your sustainability further

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ENGAGEMENT OF LEARNERS

SELF-ASSESSMENT



Adult education organisations provide a space for innovative and co-creative green curricula and support sustainability in a learning community. Learners understand this process of learning. They take ownership of it and act concerning environmental challenges.

In this area self-assessment, we will be asking questions about how adult education organisations provide a space for innovative and co-creative green curricula and support sustainability in a learning community. Learners understand this process of learning. They take ownership of it and act concerning environmental challenges.

How to use the assessment :

1. Read each statement carefully
2. Give a score between 1-3, where 1 would mean you do not agree and 3 would mean you strongly agree. If the statement is not relevant for you, you can place an O do not write anything.
3. Write down some notes in the note section, answering questions like: is this sub-aspect relevant for me? In what ways is my institution doing well in this area? In which ways is it not?
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Start the self-assessment below:

Learning Offers and Curriculum

These statements relate to designing a variety of learning offers that improve the acquisition of green skills to facilitate the transition to a more sustainable, fair and democratic society.

Statement:	Your score	Notes
Different types of learning activities on environmental issues are offered		

Environmental aspects are made a part of all adult learning and education courses		
There are core values and philosophy that guides the educational organisation		
The purpose of the course and how it relates to sustainability is clear		
Green skills programmes are promoted		
Space is provided for learners to prepare and adapt to a future of uncertainty		
Learning offers and curricula are reviewed to identify how they relate to learning for sustainability and correspond to up-to-date research		

Pedagogical Approach

These statements are about incorporating pedagogical approaches that value co-creation, experience and practices where both learners and teachers collaborate to question the current state of society and explore solutions.

Statement:	Your score	Notes
Spaces which foster playfulness, testing and learning are present		
Experiences, values, habits, concepts and fears are challenged		
Capacity to overcome adversity is developed		
Empathy towards oneself, others, and the environment is cultivated, by giving space to emotions		
Social, economic and cultural systems are examined for how they influence the environmental crisis and proposed solutions		
An existential component that challenges one's sense of self and one's way of living and being is included in learning offers		

Participation is inclusive for all		
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Ownership of the Learning

These statements relate to motivating and enabling learners to be the decision-makers when acquiring green skills.

Statement:	Your score	Notes
Learners are given tools to research, analyze and act independently		
Contexts and processes that support learners to take responsibility on different levels are facilitated		
Internal and external resources of motivation for change are identified		
Opportunities and resources for empowered action are provided		
Distribution of power and development of joint decision-making are reviewed		

Methodology

These statements relate to developing methodologies that focus on combining theory with practice, aimed at fostering transformative capacities.

Statement:	Your score	Notes
New ways of working with learning for sustainability are explored and tested		
A variety of methods are implemented		
There is collaboration between different disciplines, combining science with aesthetics		
Methods that integrate relevant theory with hands-on activities are used		
Learning is made a part of new or ongoing community projects for sustainability and a green transition		

Learning Environment

These statements relate to designing learning environments that inspire and enable learning for sustainability through innovative and regenerative use of resources and space.

Statement:	Your score	Notes
Classrooms and venues are designed to support learning for sustainability as well as creativity		
Outdoor learning spaces are developed that facilitate learning for sustainability		
Online learning spaces are created that support learning for sustainability		
A learning culture with room for emotions and self-expression is encouraged		
Local knowledge, culture and solutions are shared and mapped in your environment		
Learners are empowered to take responsibility on different levels and promote ownership over local climate solutions		

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ENVIRONMENTAL SUSTAINABILITY OF THE INSTITUTION

SELF-ASSESSMENT

Adult education providers develop and implement work practices that support environmental sustainability. They enable circular and environmentally friendly use of resources in their institutions.

In this section, we will be asking questions about how adult education providers develop and implement work practices that support environmental sustainability in your institutions.

How to use the assessment :

1. Read each statement carefully
2. Give a score between 1-3, where 1 would mean you do not agree and 3 would mean you strongly agree. If the statement is not relevant for you, you can place an O do not write anything.
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Start the self-assessment below:

Leadership and Management

These statements will relate to developing a leadership and management mission that enhances the environmental sustainability of the institution in all aspects of its work and ecosystem.

Statement:	Your score	Notes
Leaders and managers develop their capacity as role models and ambassadors of sustainability		

The staff participate in building sustainability strategies and use their potentials		
A trusting and sharing environment is developed for staff to nurture sustainability practices		
All organisation levels and staff are made aware of the sustainability mission and work of the institution		
The institutions' green strategy among shareholders, partners and stakeholders is communicated		
The institution is promoted locally, nationally and internationally for its work regarding environmental sustainability and the green transformation		
Financial services that align with environmental sustainability and the green transition are chosen		

Sustainability Policies and Strategies

These statements will relate to developing policies and/or strategies that guide the institution to behave environmentally sustainable in its work practices. These can include a series of principles, responsibilities and commitments for the institution to follow.

Statement:	Your Score	Notes
The environmental impact of the institution as a basis for its sustainability strategy is analysed		
Roles and responsibilities related to environmental sustainability are defined		
Groups involving representatives of different levels of the institution to tackle different sustainability areas are established		
Measures to implement green policies and strategies are described, and a plan for green development with measurable sustainability targets is defined		

Green Office and Classroom

These statements will relate to assessing the day-to-day practices of the institution and improving sustainability in its offices and classrooms.

Statement:	Your score	Notes
Environmental standards for products and opt for the most environmentally sustainable purchase are defined		
The use of energy to reduce the consumption is assessed		
Waste is reduced, reused, upcycled and recycled		
The water usage, reducing the consumption and the use of polluting products is measured		
Excessive use of paper in offices and classrooms is avoided		
Environmentally sustainable materials, furniture and tools are used. The organisation "thinks circular"		

Environmentally sustainable food in canteens, kiosks and food dispensers are provided		
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Mobility

These statements will relate to promoting, prioritising and/or incentivising mobility options for staff and learners that reduce harm to the environment.

Statement:	Your score	Notes
Information regarding public transports and environmentally friendly mobility options is provided		
Staff and learners mobility options that reduce harm to the environment are recognised and compensated		
Spaces and tools for environmentally friendly vehicles are provided, e.g. bike garage, charging opportunities for e bikes, e cars		
Guidelines to support and continuously improve work-related trips are designed		

Events

These statements will relate to promoting, prioritising and/or incentivising event options for staff and learners that reduce harm to the environment.

Statement:	Your score	Notes
Food and drink options that prioritise the use of local products, promote sustainability and limit waste are supplied		
The need for promotional material is assessed		
Event premises that apply and/or respect sustainability principles are selected		
Providers that comply with sustainability principles are prioritised		

Building and Learning Spaces

These statements will relate to enhancing the environmental sustainability of the buildings and outdoor premises of the adult learning institution.

Statement:	Your score	Notes
Buildings and learning spaces are designed or redesigned following high environmental standards		

Environmentally friendly materials, resources and processes are used		
The circular use of construction materials in the institution's buildings is enabled and used		
Renewable energy and/or install fossil-free energy sources to produce energy are procured		
It is ensured that learning spaces can be easily reached by environmentally friendly means of transport		

Review the numbers and reflect!

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GREEN SKILLS OF TRAINERS AND STAFF

SELF-ASSESSMENT



Adult education providers promote green skills and support staff and trainers to take action through sustainability policies, strategies, programmes and practices.

In this area of self-assessment, we will be asking questions about how adult education providers promote green skills and support staff and trainers to take action through sustainability policies, strategies, programmes and practices.

💡 How to use the assessment :

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2. Give a score between 1-3, where 1 would mean you do not agree and 3 would mean you strongly agree. If the statement is not relevant for you, you can place an O do not write anything.
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🏃 **Start the self-assessment below:**

Human resource policies and strategies

These statements will relate to developing the organisations HR policies and/or strategies to include principles, practices, rights and responsibilities that facilitate the integration of sustainability aspects in work related actions.

Statement:	Your score	Notes
The progress that trainers and staff make when it comes to working sustainably is recognised		

New recruits are supported in immersing themselves into the institutions' sustainability work		
Trainings based on sustainability principles are provided and facilitated		
Clear policies and guidelines for everyone to follow are offered		
Staff are encouraged to explore and develop new green skills and to implement them in the day-to-day work process		
Time and space for trainers and staff is provided to establish new processes and for them to meet up with learners and brainstorm new ideas		

Availability of pedagogical tools, resources and materials

These statements will relate to providing user-friendly tools, resources and materials that enable learning for sustainability.

Statement:	Your score	Notes
Pedagogical tools are provided for teachers in order to develop and implement new green skills		
ICT tools are made available to the staff and trainers in order to develop and implement new green skills		
The use of material, encourage circular practices and purchase of environmentally friendly products are encourages		
Online and onsite tools, resources and materials are made available to all trainers and staff		

Training opportunities for trainers and staff

These statements relate to facilitating opportunities for trainers and staff to develop their green skills and practices.

Statement:	Your score	Notes
Trainers and staff are informed about available training opportunities and are provided space, time and funded to participate		
Internal capacity building is established (in-house trainings on sustainability)		
Regional, national and international exchange, training and job shadowing opportunities are facilitated		
Relevant strategies for green learning are suggested (self-development)		

Integrating sustainability practices in daily work

These statements relate to providing opportunities to trainers and staff to explore and implement sustainability practices in their daily work. They are given the tools and knowledge for the green transition and are able to promote the initiatives.

Statement:	Your score	Notes
Alternative methods of working that include sustainable and circular practices are promoted		
Space and trust to employees to experiment with and implement sustainability initiatives are provided		
Guidelines and examples of sustainable work practices are proposed		
Support from external experts in sustainable and circular practices at work are provided		

Integrating green skills in teaching

These statements relate to integrating green aspects into various learning processes while equipping trainers with sufficient knowledge, tools and inspiration to design environmentally sustainable content and learning culture.

Statement:	Your score	Notes
Trainers are challenged to become a sustainability role model		
Checklists, handbooks and/or guidelines on how to design learning content and material that integrate green skills and sustainability principles are proposed		
Teachers are supported to design a learning culture that embraces sustainability principles in the teaching and learning processes		

Peer learning

These statements relate to establishing internal networking processes for continuous advancement and cooperation between trainers and staff to aspire further innovation and inspiration.

Statement:	Your score	Notes
A working environment that facilitates trust and opportunities for mutual sharing of inspiration and experimentation is promoted		
Team building activities that deal with green and sustainable issues are facilitated		
Opportunities and tools for peer learning are provided		
Informal staff exchange and internal networking are promoted		

Review the numbers and reflect!

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PARTNERSHIPS FOR SUSTAINABILITY

SELF-ASSESSMENT



Adult education providers initiate or join partnerships to have a relevant societal impact for a green transition – reaching new target groups and opening up for new possibilities and collaborations.

In this area self-assessment, we will be asking you to evaluate statements around how adult education providers initiate or join partnerships to have a relevant societal impact for a green transition – reaching new target groups and opening up for new possibilities and collaborations.

How to use the assessment :

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Start the self-assessment below:

Collaboration and participation

These are statements about actively inviting citizen-driven initiatives and facilitating co-creation of the institutions' programs, putting the institutions' resources at use for green transition initiatives.

Statement:	Your score:	Notes:
Venues, equipment and other resources for citizen-driven initiative are made available		

The institution's programs and activities are based on proposals from people and the community		
Community projects for a green transition are initiated together with people and local stakeholders		

Partnerships with adult learning and education institutions

These are statements about creating and being an active part of partnerships for sustainability among adult learning and education institutions.

Statement:	Your score:	Notes:
Adult learning and education is promoted through partnerships as a driving force for sustainability and the green transition		
Your organisation co-organises and takes part in activities that enable mutual learning for sustainability		

Your institution lobbies for additional funding opportunities relating to adult learning for sustainability		
Your organisation jointly develops adult education projects for sustainability at the local, regional, national or international level		

Cross-sector collaboration

These are questions about developing and joining partnerships with companies, civil society and public sector to have joint impact for sustainability, support mutual learning and the creation of new initiatives.

Statement:	Your score:	Notes:
Your institution develops partnerships with economic, social, cultural and environmental focus – to enable mutual learning and joint impact		
Your institution initiates collaboration for sustainability and the green transition at the local, regional and national level		

Your institution makes venues, equipment and other resources available for joint initiatives		
Your institution designs learning activities in collaboration with private companies, civil society and public sector bodies		
Your institution co-initiates sustainability projects to enable a green transition		

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