



Introduction into the further training module

“Vocational orientation in the green sector”

Developed by the Spanish partner

“Department of Education – Comunidad Foral de Navarra”

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1. Explanation and aim of the module

Vocational orientation refers to services and activities aimed at helping people, at any age and at any time in their lives, to make educational, training or occupational decisions and to manage their career pathways. These services can be found in educational centres of different stages, in universities, in public employment services, in the workplace and in the voluntary sector, in the community and in the private sector.

We focus on Professionals in the Orientation field that develop their professional activity in Education sector. These professionals work with students who are often at crucial moments of decision making, who need to be guided taking into account the diversity of, for example, vocational training programs or the large number of occupations and jobs to which higher education allow access. It should be an orientation that pays attention not only to the continuity of the students in the training world, but also and especially to the consequences in terms of occupation and labour market derived from certain choices in higher education.

In the matter at hand, vocational guidance is aimed at ‘green jobs’, jobs linked to the ‘green economy’, understood as those that help reduce negative environmental impact ultimately leading to environmentally, economically and socially sustainable enterprises and economies. More precisely green jobs are decent jobs that reduce consumption of energy and raw materials, limit greenhouse gas emissions, minimize waste and pollution and protect and restore ecosystems¹.

Below this definition, we can consider as green not only jobs within the renewable energy sector. There appears to be an explosion in green jobs across traditional sectors such as building, agriculture, and waste disposal. But according to ILO, we must go further, and become ‘greener’ any job, in order to develop a greener economy. Thus, we can think of sectors in which skills for a greener economy can be developed. These sectors include among others construction and architecture, education, fashion, finance, fisheries, food and catering, forestry, hospitality and tourism, manufacturing, music and entertainment, politics, recycling, transportation, etc.²

The target group the module addresses and the requirements to participate in the qualification:

¹ YouthXchange: Green Skills and Lifestyles guidebook, 22, 2016 UNESCO, UNEP and ILO

² YouthXchange: Green Skills and Lifestyles guidebook, 25-26, 2016 UNESCO, UNEP and ILO

The target group for this training module is that of orientation professionals who work in secondary education Schools, vocational education and training centres and universities. Therefore, we have three subgroups of professionals:

1. Educational guidance agents (Psycho-pedagogical counsellors) in secondary education schools and vocational training.
2. Professional advisers of the Universities.
3. Professional training and guidance Teachers: teachers who carry out their professional activity in the VET Centres.

The subject of the module:

It is worth mentioning that this training module is framed in a broader project in which five specific training qualification modules will be implemented, which associate professional orientation with the economic sectors below:

- Industrial-technical sector
- Commercial sector
- Craft sector
- Service sector
- Green sector

The subject of this specific module are the basic training elements to the guidance of secondary, university and vocational training centres in such a way as to enable them to undertake their task of providing information and guidance to the green economy sector, dominating the content of related jobs, educational and training options and itineraries, and the labour supply and demand of this sector.

Aim of the module:

The aim of this module is to provide participants with the opportunity to develop skills in specific counselling towards green jobs. Therefore, it is necessary that counsellors get good command of different techniques of assistance for the information and vocational orientation, that they acquire a broad knowledge of the labour market and, in our case, the way that most jobs can become greener, dominating the implications of each type of employment.

It is also necessary to give counsellors the tools to help students to develop the entrepreneurial spirit, for which they should pay attention to self-employment and not only salaried work.

Work processes and tasks that touch the module:

We propose 8 training packages with their corresponding exercises.

The first training package reviews the theoretical bases that support the intervention in this discipline. It lays out the tasks of analyzing the current intervention in orientation, pausing in the specific keys of the orientation for employment, and reflects on the trends highlighted in professional orientation.

The second training package describes the regulations that facilitate the current deployment of professional orientation policies, systems, structures and services. It expects to know better the European guidelines, and also to understand the regulatory frameworks in different States.

The third package will analyze trends in the labour market, a necessary element to understand the real opportunities of the green economy sector. It describes the main indicators, analyzes the trends in staff recruitment (temporary vs. permanent jobs, mini-jobs, etc), and reflects on the impact of the 4th industrial revolution.

The fourth Package goes straight into the characteristics of the green sector. The tasks focus on the definition and characterization of this broad sector, the justification of its implementation, proposing alternatives to the problems of poverty and exclusion risk, environmental problems, and the population drift suffered by large areas of the European continent (above all rural areas with a population rate less than 8 inhabitants per square kilometre).

The fifth learning package analyzes the approaches of the green orientation, its principles and present and future influence in the traditional professional orientation programs.

The sixth package, takes a look at the measures of self-employment and entrepreneurship in green economy, what can be called eco-entrepreneurship. It raises as tasks the definition of this eco-enterprise, the analysis of its social implications, and its main areas of development.

The seventh package encompasses a range of useful tools that are being considered today in professional orientation, proposing its practical use in orientation in the green sector.

The last learning package covers the orientation in the competences that green economy demands, analyzing the relevant competences that the OECD recently proposes, analyzing the key role of horizontal skills and competences, reflecting on the key competencies of the future, and ending the module with a reflection on the ethical competences of every guiding agent.

2. Framework of the module:

Time scale of the module:

The module is organized in 8 packages, prepared to be carried out in 5 sessions of 5 hours each.

A possible schedule for the sessions could be from 8:30 to 14:00 hours, with a 30 min break in the middle of every session.

It will be tested in 2018, between April and May, with sessions every two or three days until conclusion.

Framework conditions for the learning process that are used and why (for example training places):

The teaching and learning process is developed in a typical classroom equipped with the typical items (whiteboard, pens, flipchart, desks, etc); a PC connected to the internet, a projector and a big screen. Chairs, desks and folding screens can move so that they allow individual work, work in pairs, groups or in big group.

Needed technical equipment for the module:

Computers with internet access; projector and big screen.

Number of participants per training unit:

The module will be tested by 6-8 guidance agents or teachers. After, it can be presented for no more than 15 participants, due to practical and teamwork.

3. Recommended used materials

Didactic booklet of the course

Set of presentations (slides) as a support to the booklet in the five sessions.

Recommended bibliography for secondary sources.

4. Didactic construction

Structure of the module:

The structure of the module is developed in other documents:

Content table for the qualification module

Detailed schedules for the qualification module

Rough concept for the qualification module

Teaching and learning content:

A.- Theoretical bases

A.1.- Intervention in vocational orientation.

- Evolution of the vocational orientation concept.

- Contexts of intervention.
- Organizational models.
- Meaningful contents and constructs. Career Management, Vital and Professional Project, Transitions.

A.2. A specific look over job orientation

- Clarifying the concept.
- Principles.
- Influence factors.
- Needs, functions, and intervention areas.
- Specific heoretical bases in the orientation towards job-finding.
- Transitions in working life and professional development programs.
- Employability factors.

A.3.- Outstanding trends.

- Postmodernity.
- Constructivism and socio-constructivism.
- Positive psychology.

B.- Policy fundamentals.

B.1. European Framework.

- European social model.
- Paradigm of implementation.
- Strategic role of vocational orientation.
- Estrategy Europe 2020.
- European Employment Strategy
- Guidelines for services integration.

B.2. Marco español Spanish framework

- Active employment policies.
- Growing role of orientation.
- National Employment System.
- National Qualifications and VET System.
- Typology of actors in the orientation system.

C.- Trends in Labour Market.

- Main indicators.
- Analysis of the kinds of contracts
- The flexicurity model in Spain. Its relationship with orientation.
- Debates on the future of employment. Consequences of the 4th Industry Revolution

D.- The green economic sector.

D.1. Analyzing its dimension.

- Definition and characteristics.
- Present and future perspectives (points of view).
- Market niches.
- Training options.

D.2. Reasons for its implementation

- Fighting poverty and social exclusion. Orientation in the framework of Active inclusion and Inclusive activation.
- Act facing the environmental crisis.
- React to the phenomenon of population drift and promotion of rural development

E.- Green Guidance

- Concept.
- Influences.
- Principles.

F.-Eco-entrepreneurship. Concept.

- The entrepreneurial process.
- Profile and typology of the eco-entrepreneur.
- Psychosocial model of the development of entrepreneurial behaviour. Its linkage to social entrepreneurship.
- Main areas of development.

G.- Toolkit.

- Role of ICT.
- Coaching and mentoring.
- Competences balance.
- Actions and tools.

H.- Orientation in competences

- Diagnosis of the competences strategy of the OECD. Relevant competences.
- Horizontal competences and their strengthening.
- Horizontal competences in the future.
- Ethic competence of the professionals in Orientation.

Competencies/skills/knowledge to be acquired

Competences	Objectives - at the end of this module the learner will know / can do the following:
<i>Professional or technical competences</i>	
Knowledge about the academic-training field.	Set of skills and abilities in the development of the learning of the vocational learning process.
Integrate theory and research into practice	Take positive action to develop knowledge of lifelong career development processes, career guidance theory and practice, and other theoretical fields relevant to one's work role. This includes access to recent research and consideration of applying it in practice.
Command of the orientation programs.	It consists of evaluating and designing programs.
Knowledge of the labour market and manage opportunity information services	The counselor must know the labor trends and the social issues.
Information and computer technologies	Competent use of various media: telephone and video communication; e-mail and messaging; access to Internet for resources; and use of the Internet for interactions.
Design strategies for career development	Understand the needs of the target population. Establish aims, objectives and delivery methods for

	career development activities
Sector specific competences	
Good command of the labour market and its changes	Know the employing trends in the different sectors, and specifically in jobs related to the green sector
Update on new features of the sector	Keep informed on new ways, methods, work tools that are emerging in order to achieve a greener economy.
Knowledge of sector networks, associations, etc.	Know the organizations, sources of information, communication channels and possible networks, and be able to create and maintain a network and distribute tasks within that network
Core competences	
Emotional competence	It is the capacity to handle adequately the different emotions that can arise in certain cases and in certain contexts
Ethical practice	know codes of practice and ethical guidelines, thinking how to apply standards in day-to-day behaviours, and awareness of legislation.
Relational competence (Communication and facilitation skills; engage with stakeholders)	listening and attention skills; questioning, probing, supporting and challenging; summarising and ensuring two-way understanding; group and public presentations; writing; and interpersonal skills. Develop and maintain relationships with stakeholders.
Competency to manage tasks	Concerning the way in which the person tends to perform his tasks and to act in his work tasks.
Learning to learn competence Update own skills and knowledge	It is linked to learning, to the ability to undertake and organize learning either individually or as a group, with the rest of the teaching team (in academic contexts) or work team (in other organizations). Maintain oneself updated on new technics and roles and apply to work.
Digital Competence	It involves mastery of information and communication technologies (ICT). The advisor must know how to prepare documents and communicate them, have familiarity with the computer equipment and handle the tools related to web 2.0. We can highlight the ability to

	<p>manage the Internet and email; use of platforms to upload documents, videos or store links; as well as the ability to manage profiles in social networks most used by users and organizations. The profile of the advisor is a profile that has been adapted to reality 2.0, as have the companies and users for whom it works.</p>
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5. Used teaching and learning methods

Theoretical expositions of the main contents are combined, with complementary readings. Likewise, individual and group work is facilitated, proposing this pilot training module, as a space for debate among professionals, in order to emphasize the aspects that the professionals of the sector consider more strategic.

Content table for the qualification module ‘Vocational orientation in the Green Sector’ of the Erasmus+-project „BOQua“

Developed by the Spanish partner

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No. Teach-/ Learning unit	Title of teaching / learning unit	Working steps / Teaching Content	Possible teaching materials (These can be created, adapted or supplemented by the trainer)
A0	Theoretical bases in VO		
A1	Intervention in vocational orientation	Concept evolution, contexts of intervention, organizational models, meaningful constructs.	
A2	Specific key points over job orientation	Principles, influence factors, explanation models, transitions, actions and strategies.	
A3	Outstanding trends	Coaching. Mentoring. Portfolio. Life stories.	
B0	Policy fundamentals		
B1	Main aspects of the European Framework	European social model, paradigm of implementation, Strategic role of vocational orientation, Estrategy Europe 2020, European Employment Strategy, Guidelines for services integration.	
B2	Spanish framework	Active employment policies, Growing role of orientation, National Employment System, National Qualifications and VET System.	
B3	Guidelines for services integration	Strengths and weaknesses in Orientations Systems	
C0	Trends in Labour Market		
C1	Main indicators	A summary of the main figures that show the evolution in the Labour Market	
C2	Analysis of the kinds of contracts	Main transformations that show changes in the labour market. The Spanish flexicurity model.	
C3	Consequences of the 4th Industry Revolution	Reflection on the changes in depth implied by the 4 th industrial revolution in the world of work.	
D0	The green economic sector		
D1	Green economy	Definition and characteristics, Present and future perspectives, Market niches, Training options.	
D2	Reasons and need for its implementation	Risk of poverty and social exclusion. Orientation in the framework of Active inclusion and Inclusive activation, Actions facing the environmental crisis, Population drift and promotion of rural development	
E0	Contributions of Green Guidance		
E1	Green guidance fundamentals	Analysis of the fundamentals	



E2	Green guidance implications	Consequences of green guidance in the different economic sectors.	
F0	Eco-entrepreneurship		
F1	Concept	The entrepreneurial process. Conceptual delineation of the field of entrepreneurship in green economy. Psychosocial model of the development of entrepreneurial behaviour	
F2	Social and inclusive connections	Border points with the development of social entrepreneurship, and inclusive entrepreneurship.	
G0	Toolkit		
G1	Green guidance tools.	Tools to develop the guidance activity for employment: TIC, Coaching, competentes balance.	
G2	Green economy tools.	Tools to deepen in the green economy sector.	
H0	Orientation in competences		
H1	A review of the relevant competences.	The most relevant competences defined by international organizations in the current work environment in detail	
H2	Horizontal competences and their strengthening.	Importance of transversal competences as a complement to the academic pathways of the citizens.	
H3	Horizontal competences in the future	Reflection on the most outstanding contributions that are proposed for the future of the Market and Productive System. Importance of ethics in VO professionals.	

Rough concept for the qualification module „Vocational orientation in the Green sector“ of the Erasmus+-project „BOQua“

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	Day 1	Day 2	Day 3
Topic	Theoretical bases in VO.	Policy fundamentals	Trends in Labour Market The green economic sector.
Teaching unit	A1 to A3	B1 to B3.	C1 to C3. And D1 to D2.
Total duration	5 hours	5 hours	5 hours
Objectives	Place ourselves in the current conception of Vocational Orientation, in such a way that its main basic forms of intervention are understood.	Get acquainted with the European and national scopes of the Vocational Orientation.	Provide the students with information of the latest trends in contracting used by big companies, above all in the green sector.
Content	<ul style="list-style-type: none"> • Intervention in vocational orientation (A1) • Specific key points over job orientation (A2). • Outstanding trends in VO (A3). 	<ul style="list-style-type: none"> • Main aspects of the European Framework (B1). • Orientation Framework in our country (B2). • Guidelines for services integration (B3). 	<ul style="list-style-type: none"> • Main indicators (C1). • Analysis of the kinds of contracts. (C2). • Consequences of the 4th Industry Revolution (C3). • Green economy (D1). • Reasons and need for its implementation (D2).
Method / Duration	Introduction: 30 min. A1: 90 min.; A2: 90 min.; A3: 90 min. <i>Method:</i> Welcome + self- presentation, presentations, group discussion, practical exercises.	Introduction: 20 min. B1: 100 min.; B2: 90 min.; B3: 90 min. <i>Method:</i> Clarification of open questions clarify from day 1, presentations, team / group work, work sheets / tasks, group discussion, practical exercises.	Introduction: 20 min. C1: 60 min.; C2: 50 min.; C3: 50 min.; D1: 60 min.; D2: 60 min. <i>Method:</i> Clarification of open questions clarify from day 2, presentations, team / group work, work sheets / tasks, group discussion, practical exercises.
Know-how check	Theoretical performance test/check	Theoretical performance test/check	Theoretical performance test/check and practical exercises
Materials	Materials to A;	Materials to B;	Materials to C +D;
Equipment/ room	Classroom or seminar room with projector, presentation PC, flipchart	Classroom or seminar room with projector, presentation PC	Classroom or seminar room with projector, presentation PC

	Day 4	Day 5
Topic	Contributions of Green Guidance. Eco-entrepreneurship.	Green guidance toolkit. Orientation in competences.
Teaching unit	E1 to E2, and F1 to F2.	G1 to G2, and H1 to H2.
Total duration	5 hours	5 hours.
Objectives	<ul style="list-style-type: none"> Know the principles of the theoretical models that support the construction of the Green Guidance. Analyze the development of employment guidance measures linked to the green economy. 	<ul style="list-style-type: none"> Provide students with resources and tools for guidance intervention. As well as data and information to facilitate a specialized derivation. Understand the importance of competence development, and the role of guidance to facilitate it.
Content	<ul style="list-style-type: none"> Green guidance fundamentals (E1). Green guidance implications (E2). Concept of eco-entrepreneurship (F1). Social and inclusive connections (F2). 	<ul style="list-style-type: none"> Green guidance tools (G1). Green economy tools (G2). A review of the relevant competences (H1). Horizontal competences and their strengthening (H2). Horizontal competences in the future (H3).
Method / Duration	Introduction: 20 min. E1: 70 min.; E2: 70 min.; F1: 70 min.; F2: 70 min. <i>Method:</i> Clarification of open questions clarify from day 3, presentations, team / group work, work sheets / tasks, group discussion, practical exercises	Introduction: 20 min. G1: 60 min.; G2: 50 min.; H1 60 min.; H2: 60 min.; H3 50 min. 10 End of the course. <i>Method:</i> Clarification of open questions clarify from day 4, presentations, team / group work, group discussion, practical exercises
Know-how check	Theoretical performance test/check and practical exercises	Theoretical performance test/check + Final test
Materials	Materials to E + F;	Materials to G + H;
Equipment/ room	Classroom or seminar room with projector, presentation PC	Classroom or seminar room with projector, presentation PC

The detailed schedules for the qualification module “vocational orientation in the Green sector“ of the Erasmus+-project „BOQua“

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Day 1: Teaching unit A

Start	Duration [Min]	Title	Content	Material	Methods
8:30	30	Welcome+Introduction	Welcoming the participants, round of introduction, introduction to the topics „Basics of vocational training and vocational orientation in the Green Economy“. Presentation by the project’s partner in Navarra, together with the introduction to the teacher, contents, objectives, methodology and evaluation of each of the five sessions		Personal presentation + lecture
9:00	90	Unit A1	Key points in current intervention in Vocational Orientation. Evolution of the concept of vocational orientation: job orientation, vocations, job placements, orientation for employment, and career guidance. Main contexts of intervention in Spain. Subsystems that make up the Guidance System in Spain. Main organizational models. Meaningful constructs in the current intervention.	ppt slides,	Presentation, team-/group work, presentation of results and discussion.
10:30	30	Coffee break			
11:00	90	Unit A2	Specific keys points of job orientation that distinguish it from professional guidance at a general level. Principles of action in job orientation. Influencing factors: employability, social and human capital, competence development. Explanatory models: personal infrastructure, personal determinants, resources and insertion skills. Transitions in the active life. Strategies and main actions of job orientation.	ppt slides	Presentation, team-/group work, presentation of results and discussion.
12:30	90	Unit A3	Outstanding trends in vocational orientation that ease current intervention. Constructivism and socio-constructivism. Positive Psychology. Coaching. Mentoring. Portfolio. Life stories.	ppt slides, assignment of tasks	Presentation, team-/group work, presentation of results and discussion.
14:00	End day 1				

Day 2: Teaching unit B.

Start	Duration [Min]	Title	Content	Material	Methods
8:30	20	Introduction	Introduction to the topic Policy fundamentals.		Lecture
8:50	100	Unit B1	Main aspects of the European Framework in matter of Guidance. European model influenced by the activation policies. Strategic role of guidance in European employment, training and education policies. The approaches of the 2020 Strategy in reference to the orientation, together with the objectives set for Spain. Contributions of the European Employment Strategy.	ppt slides, assignment of tasks	Presentation, team-/group work, presentation of results and discussion.
10:30	30	Coffee break			
11:00	90	Unit B2	Professional orientation framework in Spain. Main milestones in its construction. Its growing role in Active Employment Policies. Role of Orientation in the National Employment Agency. Contributions of the National Qualifications and VET System as a link between education and training on the one hand, and employment on the other hand.	ppt slides, assignment of tasks	Presentation, team-/group work, presentation of results and discussion.
12:30	90	Unit B3	Current challenges in Orientation systems on a nationwide scale. Their strengths and weaknesses.	ppt slides, assignment of tasks	Presentation, team-/group work, presentation of results and discussion.
14:00	End day 2				

Day 3: Teaching unit C and D

Start	Duration [Min]	Title	Content	Material	Methods
8:30	20	Introduction	Introduction to the topics Trends in Labour Market and Green economic sector.		Lecture
8:50	60	Unit C1	Summarize and analysis of the figures that show the evolution in the Labour Market (population density, employed, unemployed...). Reflection on the condition left by the latest financial crisis.	ppt slides,	Presentation, team-/group work, presentation of results and discussion.
9:50	30	Unit C2	New emerging trends in contracting. Main transformations that show changes in the labour market. The Spanish flexicurity model, main features.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
10:20	50	Coffee break			
11:10	50	Unit C3	Reflection on the changes in depth implied by the 4 th industrial revolution in the world of work. Opportunities y threats. Hypothesis about its effects in the short, medium and long term.	ppt slides,	Presentation, team-/group work, presentation of results and discussion.
12:00	50	Unit D1	The green economic sector. Definition and characteristics, Present and future perspectives in this field, Market niches, Training options that might strengthen a commitment towards green economy. Present and future potential of Navarra in this matter.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
13:00	60	Unit D2	Reasons and need for green economy implementation. Reflection over poverty levels and risk of social exclusion, and the role of Orientation as a way to decrease them, as well as possible connections with the green economy sector. The phenomenon of depopulation in the rural world; possibilities of rural development in connection with the green economy. Environmental crisis and unavoidable needs for the development of the green economy.	ppt slides,	Presentation, team-/group work, presentation of results and discussion.
14:00	End day 3				

Day 4: Teaching unit E and F

Start	Duration [Min]	Title	Content	Material	Methods
8:30	20	Introduction	Introduction to the topics Contributions of Green Guidance and Eco-entrepreneurship	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
8:50	70	Unit E1	Theory of green orientation, approaches and main authors. Development of its concept and changes provided in the disciplinary development of orientation, its connections with new vital and professional pathways.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
10:00	30	Unit E2.	Involvements in Green Guidance. Principles that lead its performance, contributions that enrich the field of intervention of professional guidance	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
10:30	70	Coffee break			
11:40	70	Unit F1	Eco-entrepreneurial process. Conceptual delineation of the field of entrepreneurship in ecological and green sector. Key points in the entrepreneurial process. Contributions of the psychosocial model of development of entrepreneurial behaviour.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
12:50	70	Unit F2.	Border points of eco-entrepreneurship with the development of social entrepreneurship, and inclusive entrepreneurship.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
14:00	End day 4				

Day 5: Teaching unit G and H

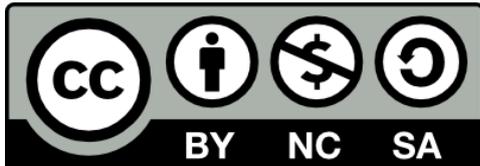
Start	Duration [Min]	Title	Content	Material	Methods
8:30	20	Introduction	Introduction to the topics Toolkit, and Orientation in competences.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
8:50	60	Unit G1	Tools to develop the green guidance. Revision and roundtable on instruments that ease the intervention aimed at Guidance towards green economy, the entrepreneurial processes and initiative taking in the Green sector.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
9:50	30	Unit G2.	Tools for better knowledge and action in the ecosystem of the green economy. Resources charts, benefits and key entities that ease intervention.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
10:20	50	Coffee break			
11:10	55	Unit H1	The most relevant competences defined by international organizations in the current work environment in detail. Specific competences that Green Economy demands	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
12:05	55	Unit H2.	Cross competences as a complement to the professional competences demanded by the labour market Their link with green economy, and specific needs.	Ppt slides,	Presentation, team-/group work, presentation of results and discussion.
13:00	50	Unit H3.	Most demanded horizontal competences in the future. Reflection on the most outstanding contributions that are proposed for the future of the Market and Productive System. Importance of ethics in VO professionals. End of the course with a discussion on the Vocational Orientation Professionals tasks.		
13:50	10	End of the Course			
14:00	End day 5				

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