



## GREEN COMPETENCES REPOSITORY

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UNESCO pillar	N.	Green competence	Description	Source
<b>Learning to be</b> = personal and family wellbeing / to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.	1	<b>Emotional regulation</b>	<u>To recognise and regulate your mental and emotional state.</u> Even though green travel can be a very social experience, it also includes moments of solitude and independence, which in turn provide an opportunity for self-reflection and consciousness. Even more so, this competence reflects the ability to cope calmly, patiently and positively against stressful and unexpected scenarios, such as in the case of delays, changes to initial plans, lack of comfort, unforeseen situations (e.g., pickpockets, extra costs, loss of luggage), and feeling lost and in unfamiliar places.	<a href="#">LifeComp</a>
	2	<b>Self-motivation</b>	<u>To initiate and maintain goal-driven behaviours, be self-disciplined, and challenge yourself.</u> In some cases, sustainable travel is a more complex and demanding process to undertake, which shows commitment and courage. It can also include maintaining a positive attitude during a longer, more adventurous journey.	<a href="#">LifeComp</a>
	3	<b>Planning</b>	<u>To be self-reliant, take decisions, undertake responsibility, and manage your time efficiently.</u> Sustainable travel, especially when solo, requires a lot of prior planning and organisation, for example when booking tickets with different companies, scheduling layovers/waiting time, arranging luggage, mapping train/bus connections.	<a href="#">WEF</a>
	4	<b>Responsibility</b>	<u>To reliably fulfil obligations with integrity and proactiveness.</u> Students are more inclined to act proactively and responsibly, ask for and evaluate feedback, practice self-control, and be overcome with a profound and lasting feeling of pride due to their choice to travel sustainably.	<a href="#">OECD</a>
	5	<b>Curiosity</b>	<u>To enjoy a curious and inquisitive attitude towards new experiences and situations.</u> Sustainable travel is not the norm; students who embark on a green journey are interested in a different and unique experience.	<a href="#">Erasmus Skills</a>
	6	<b>Environmental values</b>	<u>To evaluate the level of agreement between human actions at an individual or societal level and environmentalism.</u> Evidently, students choose to travel sustainably for their mobility are deeply concerned about the environment and want to uphold these values in practice in a meaningful and impactful way.	<a href="#">GreenComp</a>
	7	<b>Communication</b>	<u>To effectively externalise and interpret information through verbal and non verbal channels, and to possess active and empathetic listening skills.</u> Green travel invites students to use their communication and collaborative skills, in their native or a foreign tongue, for example to ask for advice or information from a help desk, a staff on board, or a fellow traveler.	<a href="#">Erasmus Skills</a>
<b>Learning to be together</b> = social cohesion, intercultural and international cooperation and peace / developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace	8	<b>Intercultural awareness</b>	<u>To have an understanding of the characteristics of your own and other cultures.</u> Students who choose to travel sustainably are not only more closely exposed to different people and cultures, but they also have an opportunity to get immersed in new environments and engage with the local community, especially if they make stops along the way.	<a href="#">Erasmus Skills</a>
	9	<b>Respect for diversity</b>	<u>To tolerate, respect, and even appreciate (inter)cultural differences.</u> Students who choose to travel sustainably by definition take on a more active and eager stance that puts them in direct contact with other cultures, traditions, practices, and mentalities. They are open to observe new natural and urban landscapes and interact with people.	<a href="#">Erasmus Skills</a>
	10	<b>European identity</b>	<u>To see yourself as part of the European identity (solely or in addition/parallel to other identity groups).</u> The act of literally crossing borders by land brings students in touch with their European identity, for example when they travel visa and passport-free between countries that form part of the Schengen Area. They begin to appreciate and materialise the meaning of the freedom of movement.	<a href="#">Erasmus Skills</a>
<b>Learning to do</b> = Engagement in productive work and recreation / to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams, also in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work	11	<b>Individual initiative</b>	<u>To recognise the personal potential to proactively promote sustainability.</u> Students fully realise that green travel is an option for them, they feel certain and confident in pursuing it, and are actually willing to act according to this conviction.	<a href="#">GreenComp</a>
	12	<b>Online search</b>	<u>To search for and sort online data, information and content.</u> Especially in the preparation phase of the journey, students resort to online platforms, apps, and websites to research information (e.g., connections, stops, layovers, documentation). They also stay updated during the trip following the latest news and receiving notifications on their phone/via email.	<a href="#">DigComp</a>
	13	<b>Evaluating data, information and digital content</b>	Students assess the validity/credibility of information online, compare their options, as well as try to identify greenwashing practices.	<a href="#">DigComp</a>
	14	<b>Identifying digital competence gaps</b>	<u>To identify personal areas of improvement and develop new digital competencies.</u> Students explore new/innovative ways to search for and exchange information, e.g. via online forums, apps and platforms that are dedicated to green travel.	<a href="#">DigComp</a>
<b>Learning to know</b> = respecting and searching for knowledge and wisdom / combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.	15	<b>Critical thinking</b>	<u>To be able to solve problems and structure arguments based on analytical skills and logical reasoning.</u> This is a fundamental tool that enables students to evaluate the information at hand, make an informed judgment, open their horizons and challenge preconceived notions around green travel and Erasmus+, all of which ultimately empowers them.	<a href="#">LifeComp</a>
	16	<b>Creative thinking</b>	<u>To come up with alternative, unconventional ideas and express them accordingly.</u> In a realistic scenario of adversity, creative thinking can help a student come up with a solution to overcome a problem during their journey; for example when a train is cancelled, they can figure out an alternative route that could be even more convenient than the original plan.	<a href="#">Erasmus Skills</a>
<b>Learning to transform oneself and society</b> = active citizenship, futures thinking, responsible lifestyles, sharing of resources and adaptability	17	<b>Adaptability/Flexibility</b>	<u>To successfully and calmly answer and react to new situations and ambiguity.</u> Sustainable travel tends to be less straightforward and smooth as originally expected. This experience enables students to learn to respond appropriately to new circumstances and resolve unforeseen problems, for example due to a train cancellation or delay.	<a href="#">Erasmus Skills</a>
	18	<b>Evaluate environmental impact of personal behaviour</b>	<u>To critically reflect on the different dimensions of your lifestyle and its impact on the natural environment.</u> Self evident in the case of green travel that has a lower environmental impact than flying; potential of spillover effect in other aspects of lifestyle, such as food, clothing, waste.	<a href="#">ESCO</a>
	19	<b>Adopt ways to reduce the negative impact of consumption</b>	<u>To take responsible and eco-conscious decisions that strive to decrease the harmful environmental impact of your consumption patterns.</u> Students are agents of positive change and actively contribute to changing the narrative around traveling by "stepping up" and "practicing what they preach".	<a href="#">ESCO</a>