



# **GREEN SKILLS**

## **At Vocational Education**

Project Number: 2017-1-TR01-KA202-046803

“Qualitative analysis of the perception of green skills by VET trainers, VET students and employers”





## QUALITATIVE ANALYSIS OF THE PERCEPTION OF GREEN SKILLS BY VET TRAINERS, VET STUDENTS AND EMPLOYERS.

Project implemented in “Erasmus+” Programme ActionKA2 – Cooperation for Innovation and the exchange of good practices Strategic Partnership for vocational education and training

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Appendix: Questionnaire Flow Chart



## 1 Introduction

The project “Green Skills at Vocational Education” (in the field of KA2-Erasmus + program, supported by the European Commission) aims to produce recommendations for the development of a professional curriculum for electricians and builders to make the labour market and economy in these two fields more environmentally friendly.

The following report encapsulates quantitative data accumulated through three online questionnaires with three different target groups: VET educators, employers and learners from various institutions within Italy, Romania, Spain, Turkey and the UK.

A flow chart, presenting the question-trees that respondents were presented with, is provided as Appendix I.

### 1.1 Report Structure

This report begins with a summary of the number of participants and a general summary of the results. After, the report is split into three sections, one for each target group: educators, employers, and learners. Each section will present a summary of each targeted questionnaire and present the results of each question in full, on both average and country-specific level.

### 1.2 Survey Participants

A total of 1,752 participants completed all or part of the questionnaire.

In terms of three target groups: 251 educators, 250 employers and 1251 learners took part.

For all questionnaires, Question 1 ascertained which target group the participant belonged to, and took them to that target group’s unique questionnaire. Question 2 asked the participant to optionally provide their organisation or institution.



## 2 Results Summary

In terms of the four green skills working areas defined by the project and questionnaire, 68% of educators agreed that green skills are taught by their institution, with 64% teaching green skills themselves and 68% believing that their institution could teach green skills. This was somewhat reflected by learner participants – 56% of which believed they were learning green skills – which may be indicative of a difference in understanding of what constitutes ‘green skills’ between teachers and their students. In Turkey, the majority of learners (79%) believed they were not learning green skills.

Across all target groups, *‘expert procedural knowledge on energy, waste, resource efficiency, and sustainable development’* was considered the most important green skill by employers and learners, and second-most important by educators. *‘Being responsible for environmental management’* was the least important aspect of green skill amongst all groups. *‘Environmental awareness’* was considered the most important green skill by educators. Educators that taught green skills were likely to select *‘environmental awareness’* as a green skill that they teach. However only 43% teach *‘expert procedural knowledge’* – the most important aspect amongst learners and employers – possibly suggesting a discrepancy between skills desirability and their provision.

More than two-thirds of total educators believed that there was insufficient resources to teach green skills, the greatest problem being a lack of didactic framework. On average, educators intended on developing green skills education, although 53% indicated that they do not have the opportunities to do so.

Amongst employers, 84% agreed that green skills are or could be relevant in their workplace. On average, 58% consider that their staff need green skills, and a similar percentage (53%) consider that their staff already have green skills – although notably in Turkey 78% of employers consider their staff to not have green skills. Reflecting employer choice for ‘most important green skill’ – *‘expert procedural knowledge’* ranked highly amongst both green skills employer needs and the skills already possessed, suggesting a desire for applicable green skills in practice.

For new employees, 60% of employers prefer applicants to already possess green skills at recruitment stage. Amongst learners, 69% believe that having green skills will help them find a job, four-fifths believing they will use green skills in their working life. Employers in general did not agree that new entrants to the workforce are aware of and suitably qualified in green skills (61% no), particularly in Romania and Turkey. In Spain, however, 71% of employers believed new entrants were aware and qualified.

Results indicate that most training in green skills occurs before employment – on average 69% of employers do not evaluate green skills after recruitment, and 80% do not provide green skills training to their staff.



### 3 Educators

#### 3.1 Educators Results Summary

In terms of the green skills working areas defined by the project and questionnaire, 68% of educators agreed that green skills were taught by their institution, with 64% teaching green skills themselves. Of the educators who did not consider that they were teaching green skills at their institution, 68% believed that their institution *could* in the future.

Educators were most likely to select '*environmental awareness*' (37%) as the most important aspect of green skills, as well as most likely to teach it (70%). Only 11% of educators deemed '*being responsible for environmental management*' as the most important aspect, but over half of educators that teach green skills teach this skill. At country level '*expert procedural knowledge*' was considered the most important aspect of green skills in Spain and Italy.

Over two-thirds (68%) of total educators believed that there was insufficient resources to teach green skills, a trend seen in all individual countries apart from the UK.

Across most countries, the most commonly identified problem in teaching green skills is a lack of didactic framework. In Italy however, educators most commonly selected '*lack of adequate and specific learning facilities*'.

On average, educators intended on developing green skills education, although 53% indicated that they do not have the opportunities to develop. In Turkey, 59% of educators were not intending to develop green skills education, in accordance with the lack of opportunities to develop in the country.

#### 3.2 Educators Survey Participants

A total of 251 participants completed all or part of the educators' questionnaire. The following table shows a breakdown of participants by partner country.

| Country      | Total Responses |
|--------------|-----------------|
| Spain        | 46              |
| Italy        | 52              |
| Romania      | 51              |
| Turkey       | 82              |
| UK           | 11              |
| Unknown      | 9               |
| <b>Total</b> | <b>251</b>      |

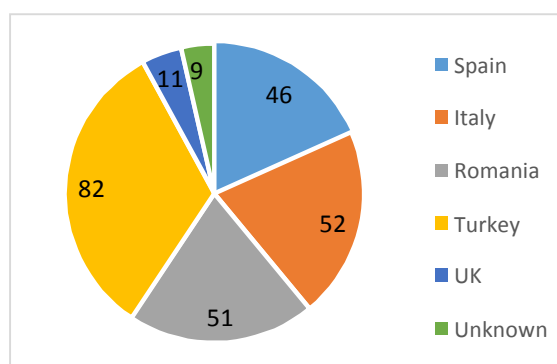


Figure 1 Educator Survey Participants

### 3.3 Educators Question 3

QUESTION: In this project, we consider green skills to cover the working areas of:

- Environmental awareness
- Expert knowledge on procedures for energy, waste, resource efficiency, sustainable development etc.
- Being practically involved in saving energy, protecting ecosystems etc.
- Being responsible for environmental management

Do you think that green skills are taught by your institution?

#### 3.3.1 Educators Question 3: All Participants

A total of 249 educator participants answered this question.

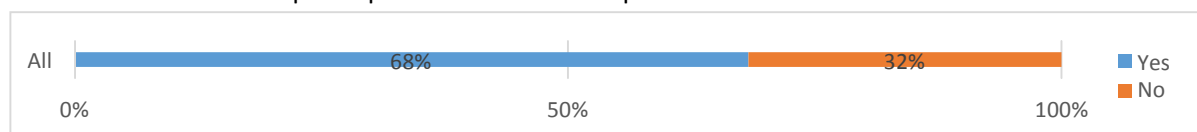


Figure 2 Educators Question 3: All Responses

The majority of educators agreed that green skills, as defined by this project, are taught at their institution.

#### 3.3.2 Educators Question 3: By Country

The following graph and table presents responses for Question 3 at country level.

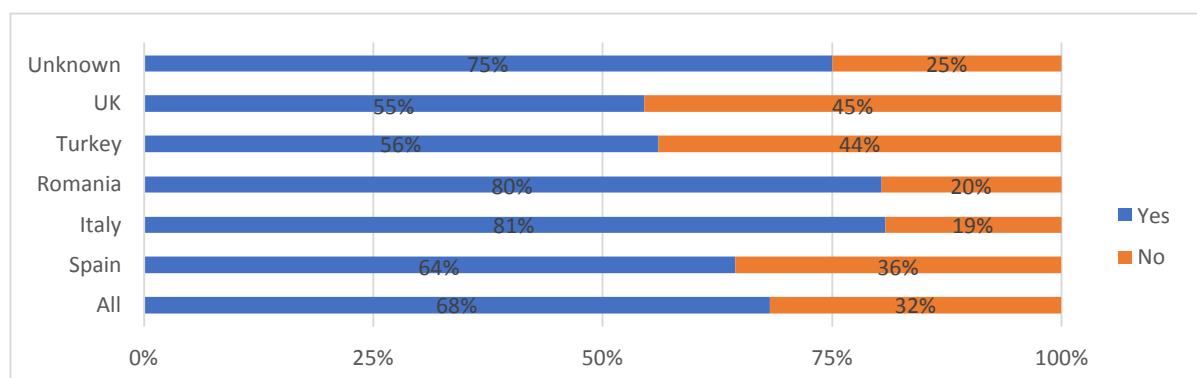


Figure 3 Educators Question 3: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 249             | 170       | 79 | 68%        | 32% |
| Spain   | 45              | 29        | 16 | 64%        | 36% |
| Italy   | 52              | 42        | 10 | 81%        | 19% |
| Romania | 51              | 41        | 10 | 80%        | 20% |
| Turkey  | 82              | 46        | 36 | 56%        | 44% |
| UK      | 11              | 6         | 5  | 55%        | 45% |
| Unknown | 8               | 6         | 2  | 75%        | 25% |

Table 1 Educators Question 3

The country-level responses indicate that in all countries, the majority of educators agreed that their institution taught green skills, as per this project's definition. Educators in Romania and Italy were most likely to affirm that their institutions teach green skills.



### 3.4 Educators Question 4

Participants that answered 'no' Question 3 were asked the following.

QUESTION: Do you think that green skills could be taught by your institution?

#### 3.4.1 Educators Question 4: All Participants

A total of 79 educator participants answered this question.

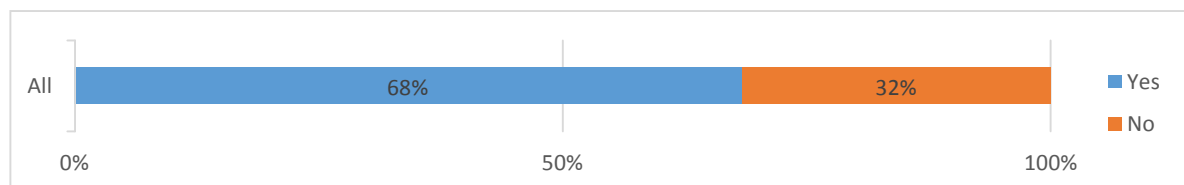


Figure 4 Educators Question 4: All Responses

The majority of educators think that green skills *could* be taught at their institution.

#### 3.4.2 Educators Question 4: By Country

The following graph and table presents responses for Question 4 at country level.

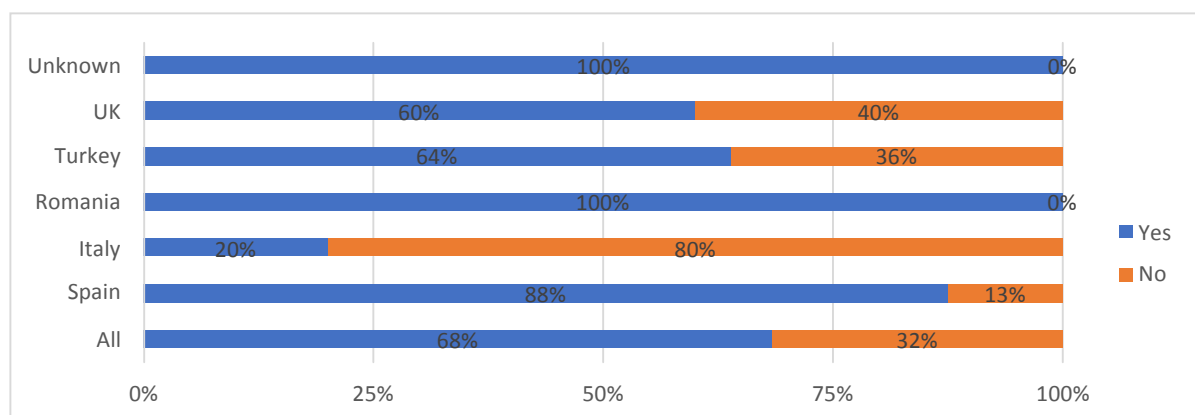


Figure 5 Educators Question 4: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 79              | 54        | 25 | 68%        | 32% |
| Spain   | 16              | 14        | 2  | 88%        | 13% |
| Italy   | 10              | 2         | 8  | 20%        | 80% |
| Romania | 10              | 10        | 0  | 100%       | 0%  |
| Turkey  | 36              | 23        | 13 | 64%        | 36% |
| UK      | 5               | 3         | 2  | 60%        | 40% |
| Unknown | 2               | 2         | 0  | 100%       | 0%  |

Table 2 Educators Question 4

While the majority of educators in the UK, Spain and Turkey believed that their institutions could teach green skills, educators in Italy generally believed that green skills *couldn't* be taught at their institutions. In Romania, 100% of the 10 participants who responded to this question believed that their institution could teach green skills.

### 3.5 Educators Question 5

Participants that answered 'yes' to Question 3 or Question 4 were asked the following.

QUESTION: What do you consider to be the most important aspect of green skills?

A: environmental awareness

B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.

C: being practically involved in saving energy, protecting ecosystems etc.

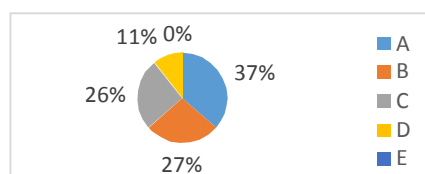
D: being responsible for environmental management

E: other

Only one answer could be selected.

#### 3.5.1 Educators Question 5: All Participants

A total of 224 educator participants answered this question.



Most educators believed the most important aspect of green skills to be A: 'environmental awareness' (37% of responses). Educators were least likely to select C: 'being responsible for environmental management' (11% of responses).

Figure 6 Educators Question 5: All Responses

#### 3.5.2 Educators Question 5: By Country

The following graph and table presents responses for Question 5 at country level.

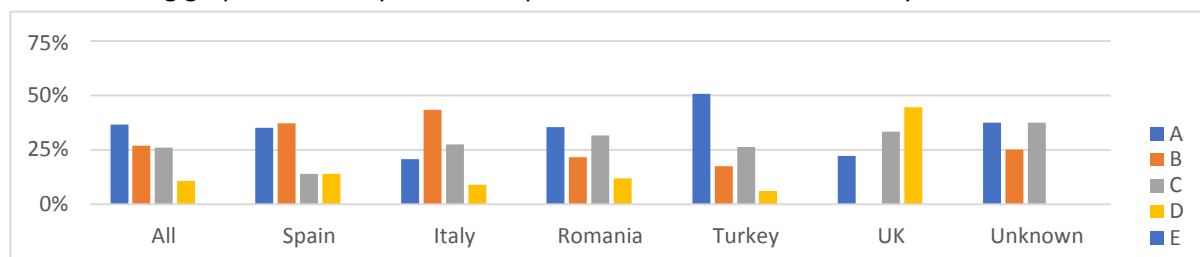


Figure 7 Educators Question 5: By Country

| Country | Total Responses | Responses |    |    |    |   | Percentage |     |     |     |    |
|---------|-----------------|-----------|----|----|----|---|------------|-----|-----|-----|----|
|         |                 | A         | B  | C  | D  | E | A          | B   | C   | D   | E  |
| All     | 224             | 82        | 60 | 58 | 24 | 0 | 37%        | 27% | 26% | 11% | 0% |
| Spain   | 43              | 15        | 16 | 6  | 6  | 0 | 35%        | 37% | 14% | 14% | 0% |
| Italy   | 44              | 9         | 19 | 12 | 4  | 0 | 20%        | 43% | 27% | 9%  | 0% |
| Romania | 51              | 18        | 11 | 16 | 6  | 0 | 35%        | 22% | 31% | 12% | 0% |
| Turkey  | 69              | 35        | 12 | 18 | 4  | 0 | 51%        | 17% | 26% | 6%  | 0% |
| UK      | 9               | 2         | 0  | 3  | 4  | 0 | 22%        | 0%  | 33% | 44% | 0% |
| Unknown | 8               | 3         | 2  | 3  | 0  | 0 | 38%        | 25% | 38% | 0%  | 0% |

Table 3 Educators Question 5

Across all countries, A: 'environmental awareness' was considered most or second-most important aspect of green skills, apart from in Italy and Spain, where educators were most likely to select 'B: expert procedural knowledge...', and in the UK, where educators were most likely to select 'D: being responsible for environmental management'.

### 3.6 Educators Question 6

Participants that chose option E: 'other' in Question 5 were asked to type their response.

QUESTION: Other important aspect of green skills

#### 3.6.1 Educators Question 6: All Participants

No educators provided a response to this question.

### 3.7 Educators Question 7

QUESTION: Do you teach green skills?

#### 3.7.1 Educators Question 7: All Participants

A total of 223 educators answered this question.

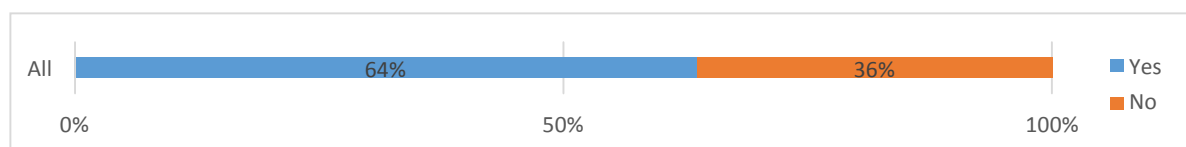


Figure 8 Educators Question 7: All Responses

Amongst educator participants, 64% taught green skills.

#### 3.7.2 Educators Question 7: By Country

The following graph and table presents responses for Question 7 at country level.

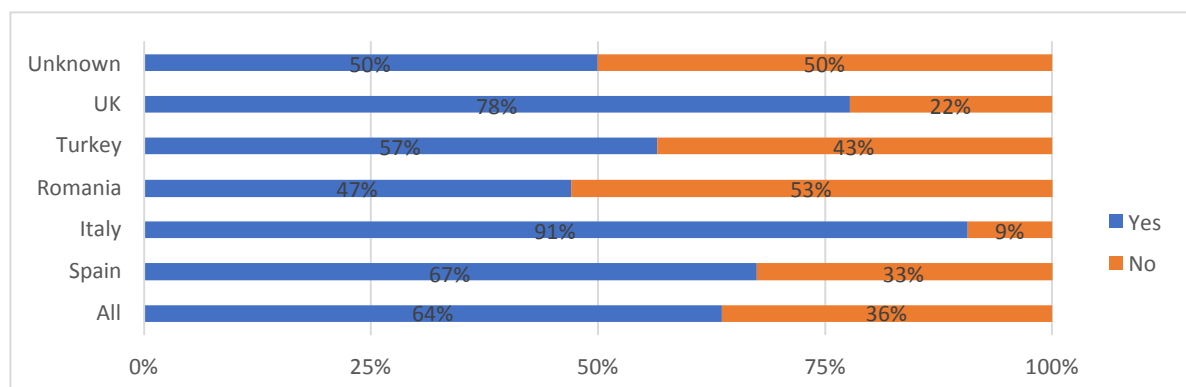


Figure 9 Educators Question 7: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 223             | 142       | 81 | 64%        | 36% |
| Spain   | 43              | 29        | 14 | 67%        | 33% |
| Italy   | 43              | 39        | 4  | 91%        | 9%  |
| Romania | 51              | 24        | 27 | 47%        | 53% |
| Turkey  | 69              | 39        | 30 | 57%        | 43% |
| UK      | 9               | 7         | 2  | 78%        | 22% |
| Unknown | 8               | 4         | 4  | 50%        | 50% |

Table 4 Educators Question 7

Educators in the UK and Italy were likely to teach green skills, but less likely in Turkey, Spain and Romania.

### 3.8 Educators Question 8

Participants that answered 'yes' to Question 7 were asked the following.

QUESTION: Which green skills do you teach?

A: environmental awareness

B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc

C: practical involvement in saving energy, protecting ecosystems etc

D: responsibility for environmental management

E: other

Participants could select any combination of options.

#### 3.8.1 Educators Question 8: All Participants

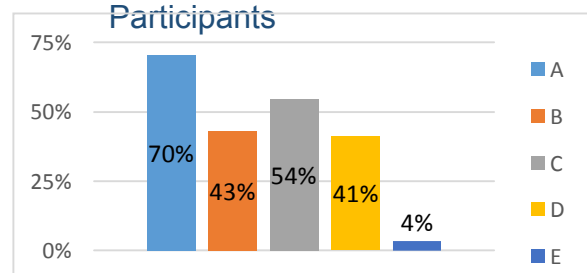


Figure 10 Educators Question 8: All Responses

A total of 142 educators answered this question.

70% of educators who answered the question chose A: 'environmental awareness' as a green skill they teach – the most popular answer overall. Educators who answered this question were least likely to teach D: 'responsibility for environmental management', with 41% of responses including this selection.

#### 3.8.2 Educators Question 8: By Country

The following graph and table presents responses for Question 8 at country level.

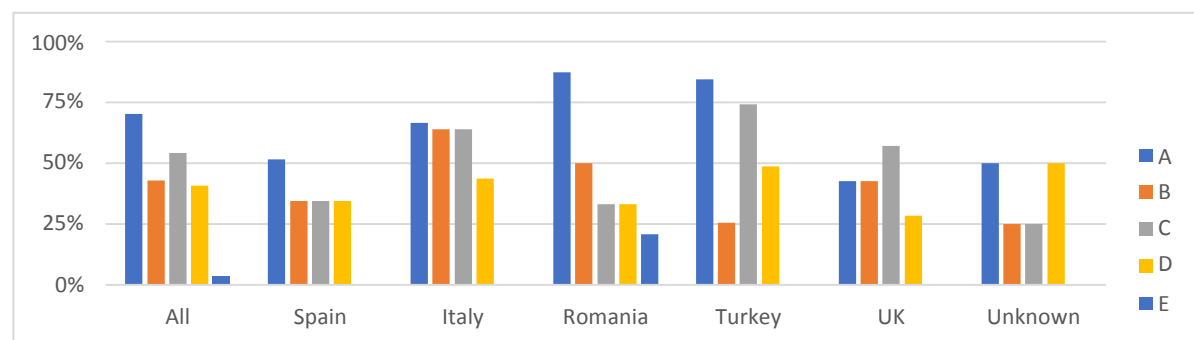


Figure 11 Educators Question 8: By Country

| Country | Total Responses | Responses |    |    |    |   | Percentage |     |     |     |     |
|---------|-----------------|-----------|----|----|----|---|------------|-----|-----|-----|-----|
|         |                 | A         | B  | C  | D  | E | A          | B   | C   | D   | E   |
| All     | 142             | 100       | 61 | 77 | 58 | 5 | 70%        | 43% | 54% | 41% | 4%  |
| Spain   | 29              | 15        | 10 | 10 | 10 | 0 | 52%        | 34% | 34% | 34% | 0%  |
| Italy   | 39              | 26        | 25 | 25 | 17 | 0 | 67%        | 64% | 64% | 44% | 0%  |
| Romania | 24              | 21        | 12 | 8  | 8  | 5 | 88%        | 50% | 33% | 33% | 21% |
| Turkey  | 39              | 33        | 10 | 29 | 19 | 0 | 85%        | 26% | 74% | 49% | 0%  |
| UK      | 7               | 3         | 3  | 4  | 2  | 0 | 43%        | 43% | 57% | 29% | 0%  |
| Unknown | 4               | 2         | 1  | 1  | 2  | 0 | 50%        | 25% | 25% | 50% | 0%  |

Table 5 Educators Question 8

In all countries apart from the UK, 'environmental awareness' was the area most likely to be taught by educators. In Romania and Turkey, a very high number of participants included this option

amongst their selections. ‘*Responsibility for environmental management*’, was a less likely selection amongst educators from all countries.

### 3.9 Educators Question 9

Participants that selected E: ‘*other*’ in Question 8 were asked to type their response.

QUESTION: Other green skills taught

#### 3.9.1 Educators Question 9: All Participants

A total of 5 educators provided an answer for this question, listed here in their original language.

- RO poluarea aerului, solului, apei
- RO cunostinte legate de costuri in utilizarea materialelor de constructii si economisirea resurselor naturale
- RO cunostinte de specialitate privind analiza factorilor de mediu
- RO metode de producere a energiei verzi
- RO aplicarea normelor de protectia mediului specific

### 3.10 Educators Question 10

QUESTION: Do you think you have sufficient resources to teach green skills?

#### 3.10.1 Educators Question 10: All Participants

A total of 223 educators answered this question.

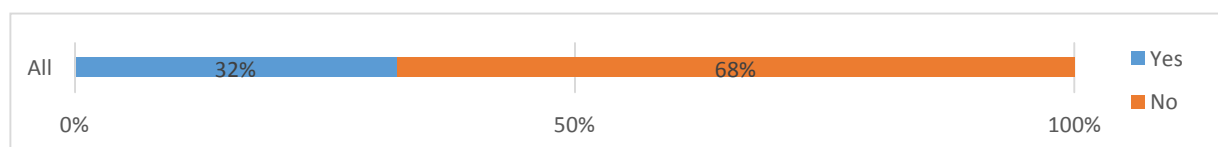


Figure 12 Educators Question 10

The majority of educators believed that they did not have sufficient resources to teach green skills.

#### 3.10.2 Educators Question 10: By Country

The following graph and table presents responses for Question 10 at country level.

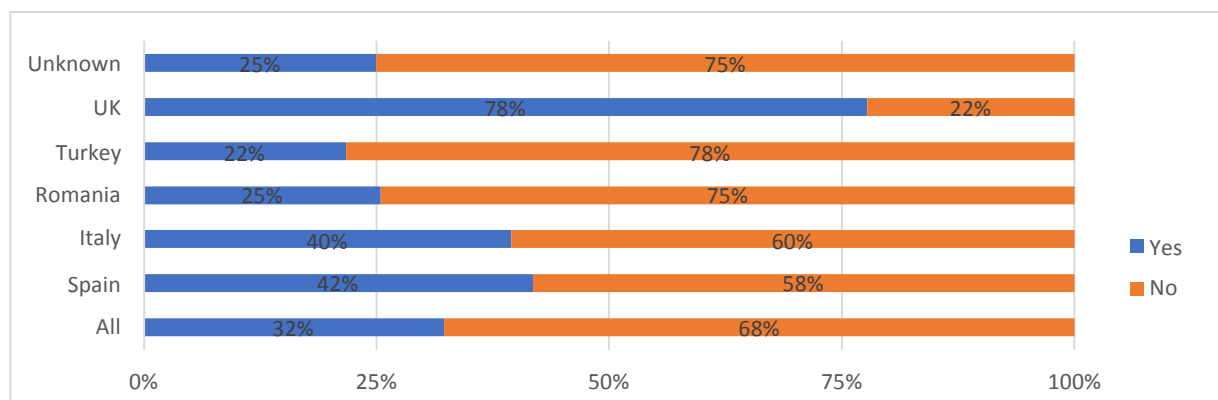


Figure 13 Educators Question 10: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 223             | 72        | 151 | 32%        | 68% |
| Spain   | 43              | 18        | 25  | 42%        | 58% |
| Italy   | 43              | 17        | 26  | 40%        | 60% |
| Romania | 51              | 13        | 38  | 25%        | 75% |
| Turkey  | 69              | 15        | 54  | 22%        | 78% |
| UK      | 9               | 7         | 2   | 78%        | 22% |
| Unknown | 8               | 2         | 6   | 25%        | 75% |

Table 6 Educators Question 10

Educators were more likely to say they did not have sufficient resources to teach green skills in Spain, Italy, Romania and Turkey – only in the UK did the majority of educators say they had the sufficient resources.

### 3.11 Educators Question 11

QUESTION: Does your institution encounter any of these problems in teaching green skills?

A: too few staff have knowledge of green skills

B: there is no didactic framework for teaching green skills

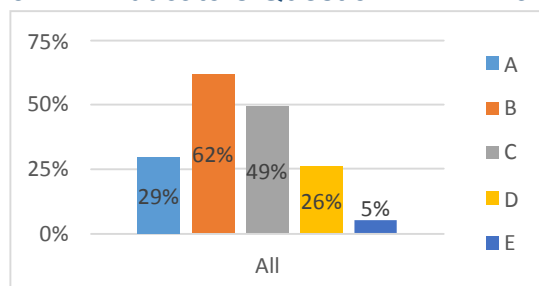
C: lack of adequate and specific learning facilities

D: low student interest in green skills

E: other

Participants could select any combination of options.

#### 3.11.1 Educators Question 11: All Participants



A total of 212 educators answered this question.

Overall, educators were most likely to select B: *'there is no didactic framework for teaching green skills'*. Nearly half (49%) of educators who answered this question selected C: *'lack of adequate and specific learning facilities'*.

Figure 14 Educators Question 11: All Responses

#### 3.11.2 Educators Question 11: By country

The following graph and table presents responses for Question 11 at country level.

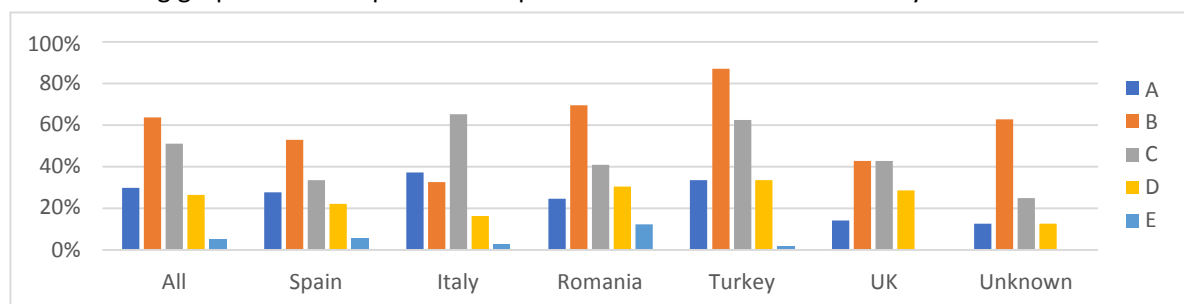


Figure 15 Educators Question 11: By Country

| Country | Total Responses | Responses |     |     |    |    | Percentage |     |     |     |     |
|---------|-----------------|-----------|-----|-----|----|----|------------|-----|-----|-----|-----|
|         |                 | A         | B   | C   | D  | E  | A          | B   | C   | D   | E   |
| All     | 212             | 63        | 135 | 108 | 56 | 10 | 30%        | 64% | 51% | 26% | 5%  |
| Spain   | 36              | 10        | 19  | 12  | 8  | 2  | 28%        | 53% | 33% | 22% | 6%  |
| Italy   | 43              | 16        | 14  | 28  | 7  | 1  | 37%        | 33% | 65% | 16% | 2%  |
| Romania | 49              | 12        | 34  | 20  | 15 | 6  | 24%        | 69% | 41% | 31% | 12% |
| Turkey  | 69              | 23        | 60  | 43  | 23 | 1  | 33%        | 87% | 62% | 33% | 1%  |
| UK      | 7               | 1         | 3   | 3   | 2  | 0  | 14%        | 43% | 43% | 29% | 0%  |
| Unknown | 8               | 1         | 5   | 2   | 1  | 0  | 13%        | 63% | 25% | 13% | 0%  |

Table 7 Educators Question 11

In Spain, Romania and Turkey, B: ‘...no didactic framework’ was the most selected problem in teaching green skills. In Italy, C: ‘lack of adequate and specific learning facilities’ was the most commonly identified problem.

### 3.12 Educators Question 12

Participants that selected E: ‘other’ in Question 11 were asked to type their response.

QUESTION: Other problems encountered teaching green skills

#### 3.12.1 Educators Question 12: All Participants

A total of 8 educators gave an answer to this question, listed here in their original language.

|    |   |
|----|---|
| ES | No me corresponde   |
| RO | lipsa manualelor  |
| RO | Materiale didactice potrivite pentru predarea cunostintelor: CD-uri, reviste de specialitate carti. |
| RO | lipsa aplicatiilor practice, schimbarea periodica a programelor scolare                             |
| RO | lipsa materialelor didactice ( video, scrise, etc)  |
| RO | prea putini agenti economici care recicleaza  |
| RO | Lipsa unor proceduri, metode , tehnici de respectare a mediului                                     |
| TR | İdarecilerin konuyla ilgilenmemesi  |

### 3.13 Educators Question 13

QUESTION: Do you have opportunities to develop yourself as a green skills VET teacher or trainer?

#### 3.13.1 Educators Question 13: All Participants

A total of 248 educators answered this question.

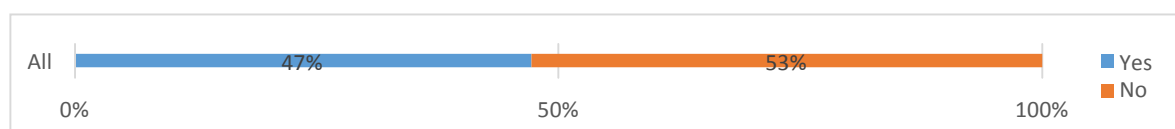


Figure 16 Educators Question 13: All Responses

At 47% Yes to 53% No, it is inconclusive whether there are opportunities for educators to develop themselves as green skills VET teachers or trainers.

### 3.13.2 Educators Question 13: All Participants

The following graph and table presents responses for Question 13 at country level.

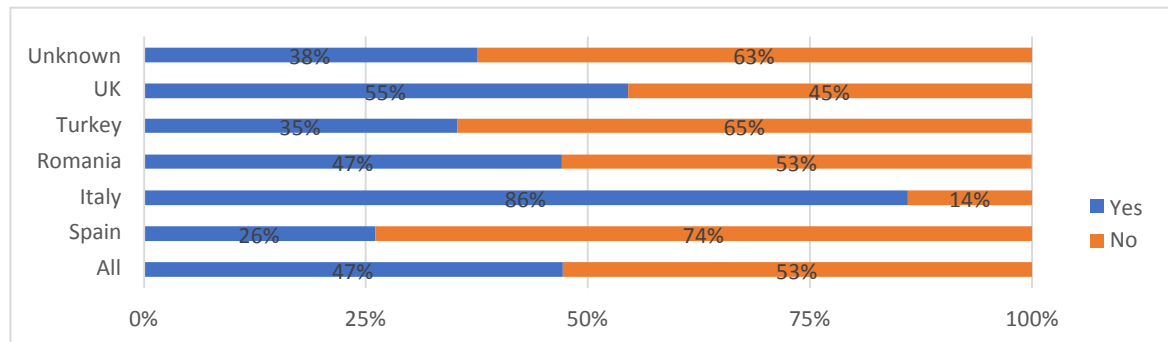


Figure 17 Educators Question 13: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 248             | 117       | 131 | 47%        | 53% |
| Spain   | 46              | 12        | 34  | 26%        | 74% |
| Italy   | 50              | 43        | 7   | 86%        | 14% |
| Romania | 51              | 24        | 27  | 47%        | 53% |
| Turkey  | 82              | 29        | 53  | 35%        | 65% |
| UK      | 11              | 6         | 5   | 55%        | 45% |
| Unknown | 8               | 3         | 5   | 38%        | 63% |

Table 8 Educators Question 13

In Italy, 86% of educators who answered this question admitted they do have opportunities to develop themselves as green skills VET teachers or trainers. In the UK, 55% also do. The countries which predominantly don't have the opportunities for educators to develop themselves are Romania (53% no), Turkey (65% no), and notably Spain (74% no).

## 3.14 Educators Question 14

QUESTION: Do you intend to develop green skills education in the future?

### 3.14.1 Educators Question 14: All Participants

A total of 224 educators answered this question.

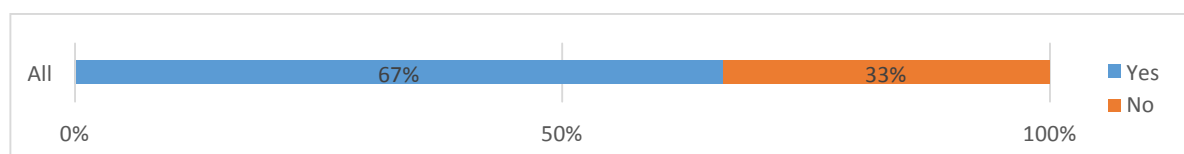


Figure 18 Educators Question 14: All Responses

Educators were more likely to indicate that they do intend to develop green skills education in the future. However, 33% of educators who answered this question indicated that they did not intend to develop green skills education.



### 3.14.2 Educators Question 14: All Participants

The following graph and table presents responses for Question 14 at country level.

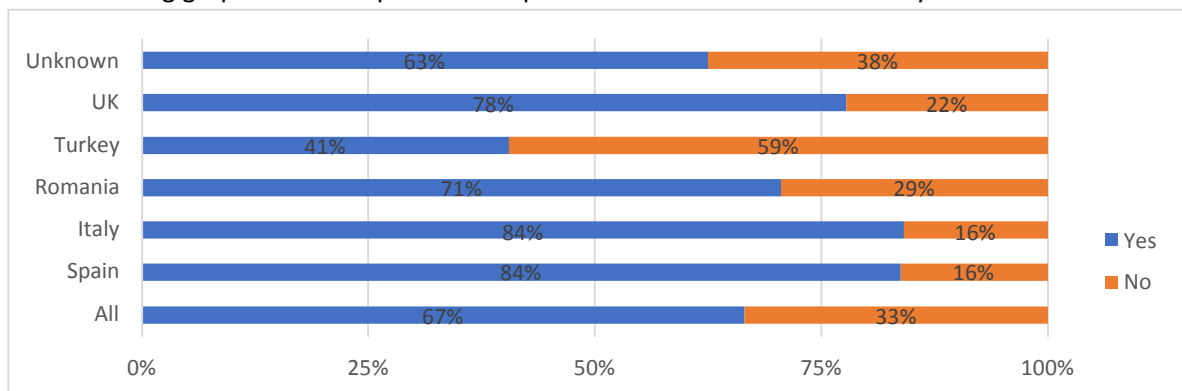


Figure 19 Educators Question 14: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 224             | 149       | 75 | 67%        | 33% |
| Spain   | 43              | 36        | 7  | 84%        | 16% |
| Italy   | 44              | 37        | 7  | 84%        | 16% |
| Romania | 51              | 36        | 15 | 71%        | 29% |
| Turkey  | 69              | 28        | 41 | 41%        | 59% |
| UK      | 9               | 7         | 2  | 78%        | 22% |
| Unknown | 8               | 5         | 3  | 63%        | 38% |

Table 9 Educators Question 14

In the UK, Italy, Spain and Romania, educators were likely to acknowledge that they intent to develop green skills education in the future. In Turkey, however, 59% were not intending to develop green skills education.

### 3.15 Educators Question 15

Participants that answered 'yes' to Question 14 were asked to type their response to the following.

QUESTION: Please tell us how you think green skills education could develop in the future?

#### 3.15.1 Educators Question 15: All Participants

A total of 80 educators answered this question. The answers provided by participants are presented in their original language.

- UK sustainable use of resources
- UK Is must be integrated in vocational education at school level
- UK A broad awareness at L2 & Indepth module/s at L3. Stronger links between Ed manufactures and installers.
- UK Short online wqualifications
- ES Dejando espacio para este tipo de aprendizaje en el curriculum
- ES Este aprendizaje debería ser transversal en todas las asignaturas, materias y módulos que se enseñan en el centro
- ES No lo ae
- ES Cursos teórico prácticos
- ES Coordinando todas las Asociaciones ecologistas para ir todos en la misma dirección evitando duplicidades en todos los campos
- ES Recursos, información y aplicación con los alumnos



- ES Con cursos de especialización a los profesores.  
ES Identificar un problema y buscar soluciones  
ES Más concienciación  
ES Teniendo formación y trasladarla a los alumnos y empresa  
ES Cursos de formación  
ES Que tengan mayor peso en las enseñanzas impartidas y mayor concienciación del alumnado  
ES Cursos  
ES Con mayor implicación del Dpto. de Educación  
ES Por competencias  
ES Formando a los formadores  
ES Concienciando a los alumnos de la procedencia y coste de los recursos naturales y el medio ambiente  
ES Haciendo cursos cortos y específicos, que podrían hacerse perfectamente a través de videos en portales educativos.  
ES Vistas al medio a menudo  
ES Formación - Recursos - Actualización plan de estudios  
ES Formación específica  
ES Formación especializada y adaptada a las necesidades  
ES Cursos  
IT Con la práctica  
IT Divulgazione scientifica.  
IT Specific programs for teacher professional development. Exchange of good teaching practices across EU.  
IT Con un coinvolgimento pratico e la consapevolezza di ogni individuo delle conseguenze di ogni azione umana sull'ambiente  
IT Supporting teachers when they plan green skills activities and promoting good practices in their schools  
IT Attraverso corsi più approfonditi e specifici  
IT Approccio didattico  
IT Keeping on teaching AND demonstrating all the 4 "green skills" listed above. Our target could and ought to be a joint and integrated one, i.e. made of our students and of professionals as well.  
IT Sensibilizzando ed educando alla progettazione e realizzazione di soluzioni di sviluppo sostenibile.  
IT Attraverso la formazione specifica  
IT Erogare maggiori corsi specifici e disporre di una maggior strumentazione per il trasferimento delle competenze ambientali  
IT NELLA LOGICA DEL MINORE IMPATTO POSSIBILE SULL'AMBIENTE  
IT Porre maggiore attenzione alle pratiche di rispetto ambientale all'interno della didattica  
IT Aumentare i laboratori con esercizi pratici che riguardano la tematica ambientale  
IT Bisogna coinvolgere i ragazzi nelle pratiche giornaliere di rispetto ambientale e in seguito trasferire queste nella didattica. C'è bisogno di più consapevolezza, rispetto e interesse nei confronti dell'ambiente nel quale viviamo  
IT Maggiore attenzione nello sviluppo di materiali green necessari per ridurre l'impatto ambientale  
RO datorita specificului scolii (domeniul electric) s-ar putea dezvolta educatia in ceea ce priveste economisirea energiei, audit energetic.  
RO S-ar putea include in programa de la ora de dirigentie  
RO constientizarea populatiei privind resursele naturale  
RO prin programe de educatie desfasurate in cadrul institutiilor de invatamant  
RO introducerea in programa de invatamant de discipline specifice competentelor verzi  
RO prin organizarea de activitati extracolare care au ca tema competentele verzi  
RO prin organizarea de activitati extracurriculare care au ca tema competentele verzi  
RO prin implicare in mai multe proiecte "verzi"  
RO Dezvoltarea unor programe optionale pentru competente verzi  
RO vizite la statii de epurare, reciclare, etc.  
RO specializarea de profesori in domeniul competentelor verzi  
RO cu o programa didactica de predare  
RO recompensarea celor care recycleaza  
RO prin formarea unor convingeri de conservare a mediului la nivelul populatiei



- RO seminarii, mese rotunde, aplicatii practice
- RO activitati practice cu elevii
- RO Sensibilizarea populatiei
- RO prin crearea de facilitati de invatare adecvate si o programa analitica pentru competentele verzi
- TR Müfredat değişikliği
- TR Öğretmenlerin eğitimi
- TR Yasalarla tedbir alınarak
- TR Öğretmenlerin eğitimi
- TR Öğretmenlerin eğitilmesi ile
- TR Avrupadaki benzer kurumlarla işbirliği ile
- TR Öğretmen eğitimi
- TR Öğretmen eğitimi ve müfredata ekleyerek
- TR Gerekli tesis ve olanakların artırılması ve müfredata eklenmesi ile
- TR Eğitim için gerekli tesis ve olanakların sağlanması ile
- TR Müfredata eklenmesi ve bu konular üzerinde uzman bilgilerine göre hareket edilmeli
- TR Uzman eğitimi alarak
- TR Uzman eğitimcilerin çoğalması ile
- TR Öğretmenlerin uzman eğitimi alması ile
- TR Uzman eğitimi alan öğretmenlere yeterli zaman ve olanakların verilmesi ile
- TR Spesifik yeterlilikleri öğretmek için gerekli tesis ve olanakların sağlanması ve uzman eğitimi verilmesi ile
- TR Uzman bilgisi dahilinde oluşturulacak bir müfredat ve gerekli tesisin olanakların sağlanması ile
- TR Müfredata eklenmesi ve uzman kişilerin öncü olması ile
- TR Eğitimcilerin Uzman eğitimi alması ile



## 4 Employers

### 4.1 Employers Results Summary

The majority of employers (84%) agreed that green skills, as per this project's definition of the term, are or could be relevant in their workplace. Almost half (43%) of all employers selected '*expert procedural knowledge...*' as the most important aspect of green skills, with only 6% of all employers indicating that '*being responsible for environmental management*' was the most important

Just over half (58%) of all respondent employers believed that their staff need green skills. Employers were most likely to select option '*expert procedural knowledge*' as a green skills which their staff need, again '*being responsible for environmental management*' being the option employers chose the least.

A similar number (56%) of employers indicated that their staff already have green skills. This was reflected at a country-level in all partners apart from Turkey, where 78% of employers considered that their staff do not have green skills. Overall, employers were most likely to indicate that their staff have '*expert procedural knowledge...*' and '*environmental awareness*'.

In general, three-fifths of employers prefer prospective employees to have green skills already, however in Turkey 75% indicated that they did not prefer new employees to already have green skills. Around two-thirds of employers (69%) indicated that they did not evaluate green skills after recruiting new employees, however in Italy around two-thirds indicated that they did evaluate.

Employers in general did not think that new entrants to the workforce are aware of and suitably qualified in green skills (61% no). Country-level analysis shows some discrepancy: in Romania, 98% did not think new entrants were aware of or qualified in green skills, while in Spain 71% believed new entrants were aware and qualified.

Overall, the majority (80%) of employers indicated that they do not provide training for their staff in green skills. Those that do provide training were most likely select '*expert procedural knowledge...*' as the green skill they provide, and least likely to select the training area of '*being responsible for environmental management*'.

## 4.2 Employers Survey Participants

A total of 250 participants completed all or part of the employer's questionnaire. The following table shows a breakdown of participants by partner country.

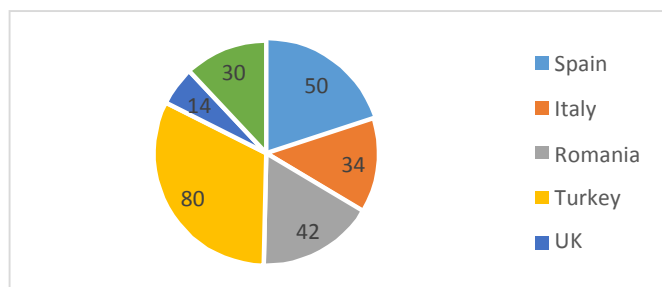


Figure 20 Employers Survey Participants by Country

| Country      | Total Responses |
|--------------|-----------------|
| Spain        | 50              |
| Italy        | 34              |
| Romania      | 42              |
| Turkey       | 80              |
| UK           | 14              |
| Unknown      | 30              |
| <b>Total</b> | <b>250</b>      |

Table 10 Employers Survey Participants

### 4.3 Employers Question 3

QUESTION: In this project, we consider green skills to cover the working areas of:

Environmental awareness

Expert knowledge on procedures for energy, waste, resource efficiency, sustainable development etc

Being practically involved in saving energy, protecting ecosystems etc

Being responsible for environmental management

Do you think that green skills are or could be relevant in your workplace?

#### 4.3.1 Employers Question 3: All Participants

A total of 249 employers answered this question.

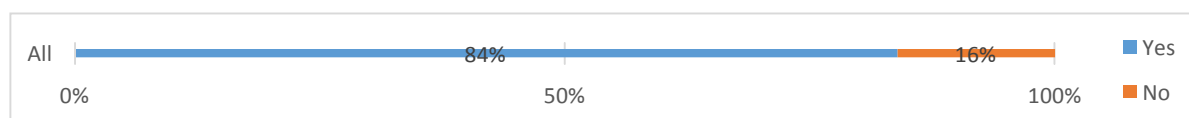


Figure 21 Employers Question 3: All Responses

The majority of employers (84%) agreed that green skills, as per this project's definition of the term, are or could be relevant in their workplace.

#### 4.3.2 Employers Question 3: By Country

The following graph and table presents responses for Question 3 at country level.

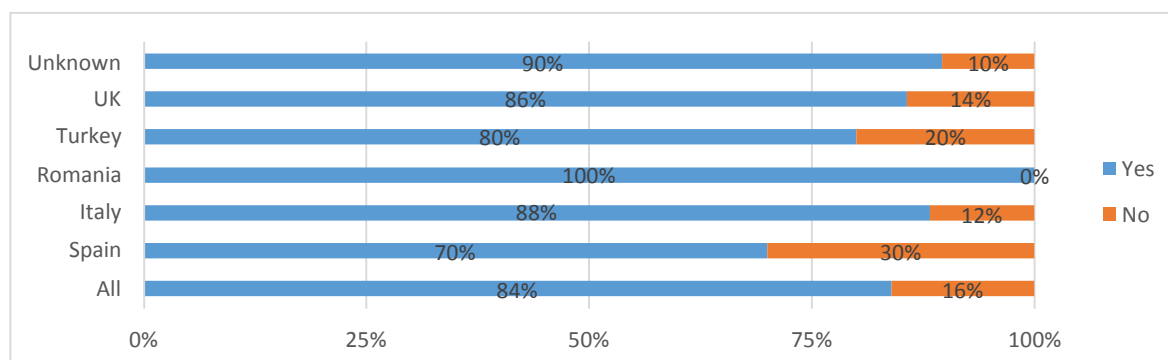


Figure 22 Employers Question 3: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 249             | 209       | 40 | 84%        | 16% |
| Spain   | 50              | 35        | 15 | 70%        | 30% |
| Italy   | 34              | 30        | 4  | 88%        | 12% |
| Romania | 42              | 42        | 0  | 100%       | 0%  |
| Turkey  | 80              | 64        | 16 | 80%        | 20% |
| UK      | 14              | 12        | 2  | 86%        | 14% |
| Unknown | 29              | 26        | 3  | 90%        | 10% |

Table 11 Employers Question 3: By Country

Results indicate that the majority of employers from all countries think green skills are or could be relevant to their workplace, particularly in Romania where all 42 respondents agreed. The lowest rate of agreement to this statement was in Spain (70% yes).

## 4.4 Employers Question 4

Participants that responded 'yes' to Question 3 were asked the following.

QUESTION: What do you consider to be the most important aspect of green skills in the workplace?

- A: environmental awareness
- B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.
- C: being practically involved in saving energy, protecting ecosystems etc.
- D: being responsible for environmental management
- E: other

Participants could choose only one answer.

### 4.4.1 Employers Question 4: All Participants

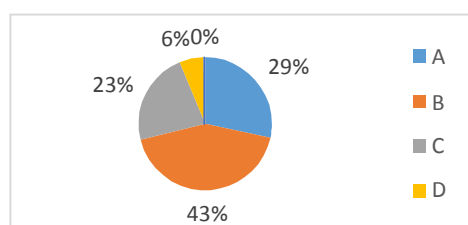


Figure 23 Employers Question 4: All Responses

A total of 207 employers answered this question.

Almost half (43%) of all employers who answered this question chose B: 'expert procedural knowledge...' as the most important aspect of green skills. Only 6% of all employers thought that D: 'being responsible for environmental management' was the most important.

### 4.4.2 Employers Question 4: By Country

The following graph and table presents responses for Question 4 at country level.

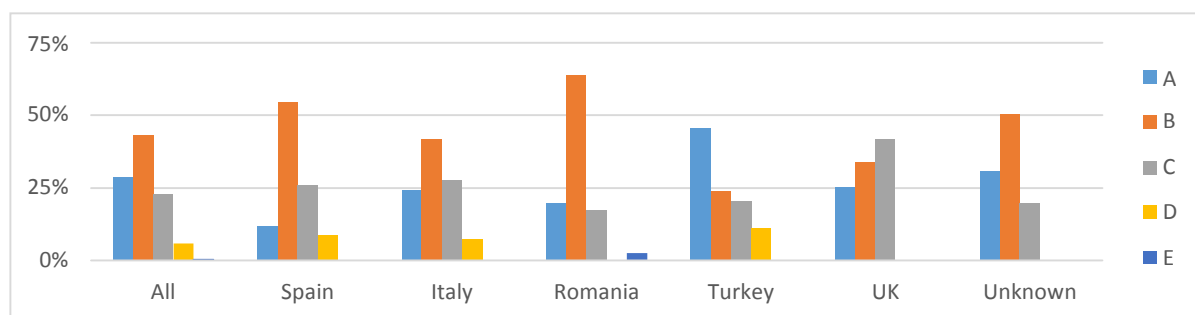


Figure 24 Employers Question 4: By Country

| Country | Total Responses | Responses |    |    |    |   | Percentage |     |     |     |    |
|---------|-----------------|-----------|----|----|----|---|------------|-----|-----|-----|----|
|         |                 | A         | B  | C  | D  | E | A          | B   | C   | D   | E  |
| All     | 207             | 59        | 89 | 47 | 12 | 1 | 29%        | 43% | 23% | 6%  | 0% |
| Spain   | 35              | 4         | 19 | 9  | 3  | 0 | 11%        | 54% | 26% | 9%  | 0% |
| Italy   | 29              | 7         | 12 | 8  | 2  | 0 | 24%        | 41% | 28% | 7%  | 0% |
| Romania | 41              | 8         | 26 | 7  | 0  | 1 | 20%        | 63% | 17% | 0%  | 2% |
| Turkey  | 64              | 29        | 15 | 13 | 7  | 0 | 45%        | 23% | 20% | 11% | 0% |
| UK      | 12              | 3         | 4  | 5  | 0  | 0 | 25%        | 33% | 42% | 0%  | 0% |
| Unknown | 26              | 8         | 13 | 5  | 0  | 0 | 31%        | 50% | 19% | 0%  | 0% |

Table 12 Employers Question 4: By Country

In all countries, D: 'being responsible for environmental management' was the least likely to be selected as the most important aspect of green skills. In Spain, Italy and Romania, B: 'expert

*procedural knowledge...*’ was the most important aspect of green skills amongst participants, however in Turkey it was option A: *‘environmental awareness’*.

## 4.5 Employers Question 5

Participants that selected E: *‘other’* in Question 8 were asked to type their response.

QUESTION: The 'other' most important aspect of green skills in the workplace

### 4.5.1 Employers Question 5: All Participants

A total of 1 employer answered this question. The answer provided by the participant is presented in their original language.

RO solutii sustenabile in proiectare cladirilor

## 4.6 Employers Question 6

QUESTION: Do your staff need green skills?

### 4.6.1 Employers Question 6: All Participants

A total of 209 employers answered this question.

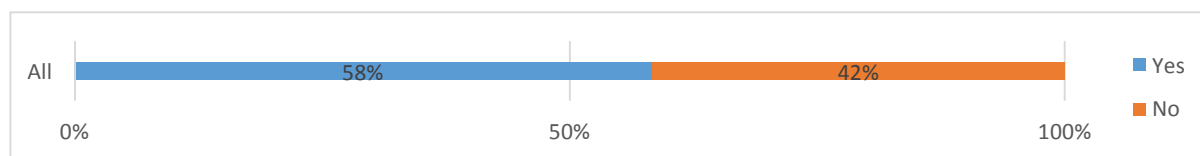


Figure 25 Employers Question 6: All Responses

Just over half (58%) of all respondent employers believed that their staff need green skills.

### 4.6.2 Employers Question 6: By Country

The following graph and table presents responses for Question 6 at country level

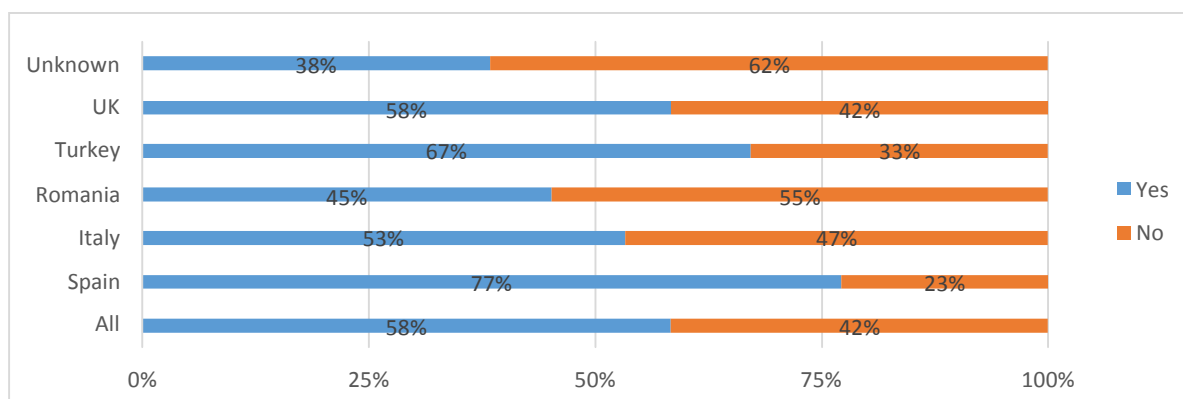


Figure 26 Employers Question 4: By Country



| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 209             | 122       | 87 | 58%        | 42% |
| Spain   | 35              | 27        | 8  | 77%        | 23% |
| Italy   | 30              | 16        | 14 | 53%        | 47% |
| Romania | 42              | 19        | 23 | 45%        | 55% |
| Turkey  | 64              | 43        | 21 | 67%        | 33% |
| UK      | 12              | 7         | 5  | 58%        | 42% |
| Unknown | 26              | 10        | 16 | 38%        | 62% |

Table 13 Employers Question 6

In all countries apart from Romania, more than half of employers believed that their staff need green skills. The highest percentage in agreement was in Spain (77% yes). In Romania more than half (55%) of employers believed that their staff did not need green skills.

## 4.7 Employers Question 7

Participants that responded 'yes' to Question 6 were asked the following.

QUESTION: Which green skills do your staff need?

- A: environmental awareness
- B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.
- C: being practically involved in saving energy, protecting ecosystems etc.
- D: being responsible for environmental management
- E: other

Participants could select any combination of options.

### 4.7.1 Employers Question 7: All Participants

A total of 122 employers answered this question.

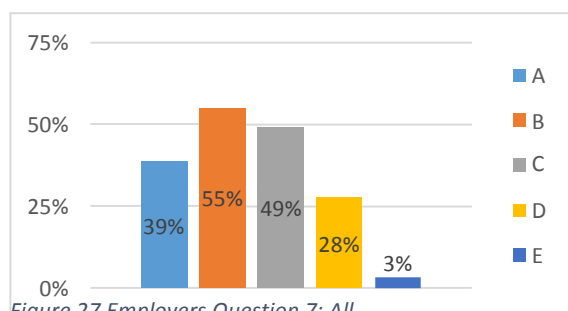


Figure 27 Employers Question 7: All Responses

Overall, employers were most likely to select option B: 'expert procedural knowledge' as a green skills which their staff need. Option D: 'being responsible for environmental management' was the option employers chose the least frequently

#### 4.7.2 Employers Question 7: By Country

The following graph and table presents responses for Question 7 at country level

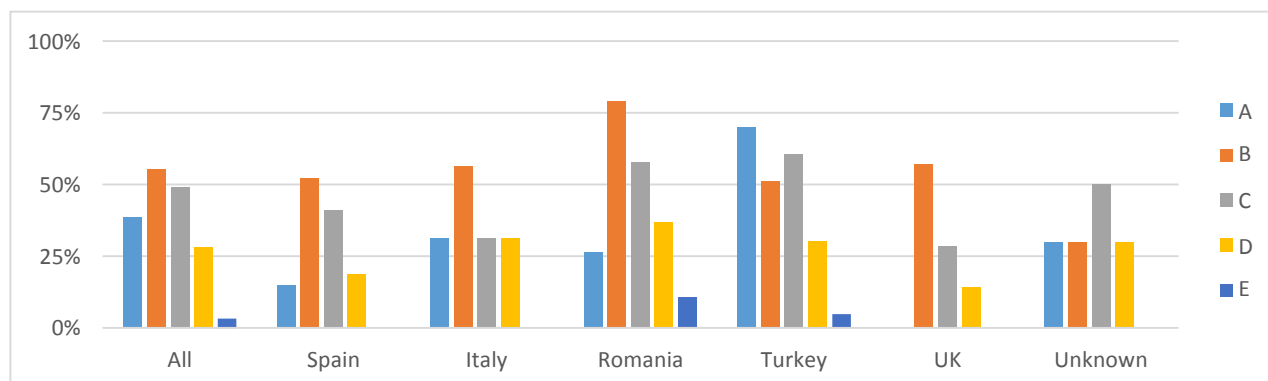


Figure 28 Employers Question 7: By Country

| Country | T |
|---------|---|
| All     |   |
| Spain   |   |
| Italy   |   |
| Romania |   |
| Turkey  |   |
| UK      |   |
| Unknown |   |

| Country | Total Responses | Responses |    |    |    |   | Percentage |     |     |     |     |
|---------|-----------------|-----------|----|----|----|---|------------|-----|-----|-----|-----|
|         |                 | A         | B  | C  | D  | E | A          | B   | C   | D   | E   |
| All     | 122             | 47        | 67 | 60 | 34 | 4 | 39%        | 55% | 49% | 28% | 3%  |
| Spain   | 27              | 4         | 14 | 11 | 5  | 0 | 15%        | 52% | 41% | 19% | 0%  |
| Italy   | 16              | 5         | 9  | 5  | 5  | 0 | 31%        | 56% | 31% | 31% | 0%  |
| Romania | 19              | 5         | 15 | 11 | 7  | 2 | 26%        | 79% | 58% | 37% | 11% |
| Turkey  | 43              | 30        | 22 | 26 | 13 | 2 | 70%        | 51% | 60% | 30% | 5%  |
| UK      | 7               | 0         | 4  | 2  | 1  | 0 | 0%         | 57% | 29% | 14% | 0%  |
| Unknown | 10              | 3         | 3  | 5  | 3  | 0 | 30%        | 30% | 50% | 30% | 0%  |

Table 14 Employers Question 7

In all countries apart from Turkey, B: 'expert procedural knowledge' was the skill that employers were most likely to select to indicate the green skills their workers need. In Turkey, 'A: environmental awareness' was selected a comparable number of times as option B (66% selected option A, 63% selected option B).

#### 4.8 Employers Question 8

Participants that selected E: 'other' in Question 7 were asked to type their response.

QUESTION: Other green skills your staff need

#### 4.8.1 Employers Question 8: All Participants

A total of 3 employers answered this question. The answers provided by participants are presented in their original language.

- RO sa cunoasca principiile de baza in proiectare sustenabila ( materiale eco, solutii de economisire a energiei)  
 RO sa cunoasca materialele si tehnologiile pentru proiectarea si executia cladirilor verzi  
 TR Çevreye zarar veren diğer unsurlar. Manyetik dalgalar vs. Atık kabloların toplanması

#### 4.9 Employers Question 9

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: Do your staff have green skills?

##### 4.9.1 Employers Question 9: All Participants

A total of 209 employers answered this question.

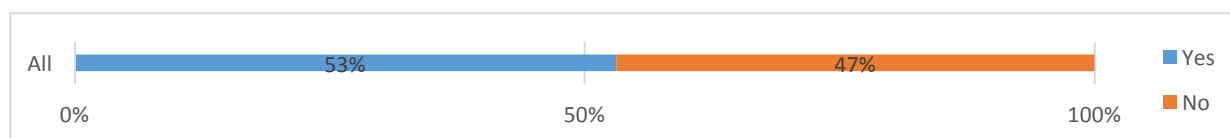


Figure 29 Employers Question 9: All Responses

Just over half (53%) of all employers who responded to this question indicated that their staff have green skills.

##### 4.9.2 Employers Question 9: By Country

The following graph and table presents responses for Question 9 at country level.

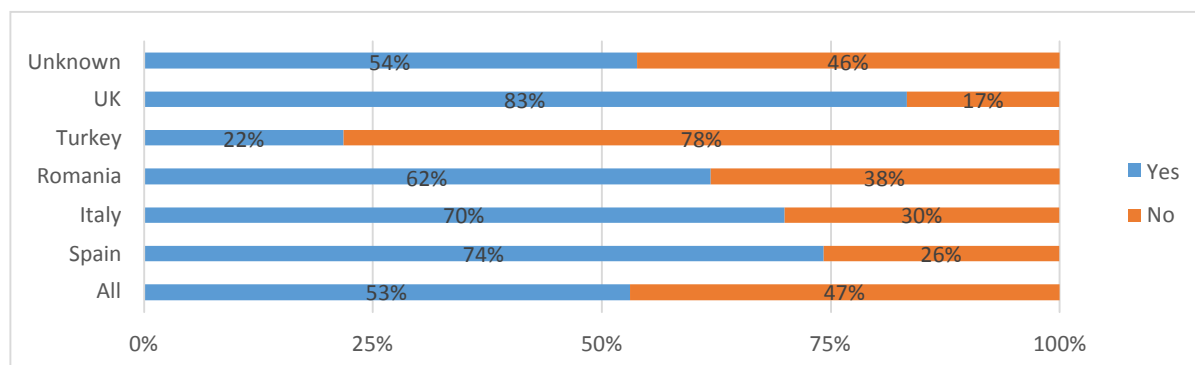


Figure 30 Employers Question 9: By Country



| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 209             | 111       | 98 | 53%        | 47% |
| Spain   | 35              | 26        | 9  | 74%        | 26% |
| Italy   | 30              | 21        | 9  | 70%        | 30% |
| Romania | 42              | 26        | 16 | 62%        | 38% |
| Turkey  | 64              | 14        | 50 | 22%        | 78% |
| UK      | 12              | 10        | 2  | 83%        | 17% |
| Unknown | 26              | 14        | 12 | 54%        | 46% |

Table 15 Employers Question 9

In all countries apart from Turkey, employers were likely to indicate that their staff did have green skills, especially in the UK (83% yes). In Turkey however, 78% of employers considered their staff to not have green skills.

## 4.10 Employers Question 10

Participants that answered 'yes' Question 9 were asked the following.

QUESTION: QUESTION 10

Which green skills do your staff have?

- A: environmental awareness
- B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.
- C: being practically involved in saving energy, protecting ecosystems etc.
- D: being responsible for environmental management
- E: other

Participants could select any combination of options.

### 4.10.1 Employers Question 10: All Participants

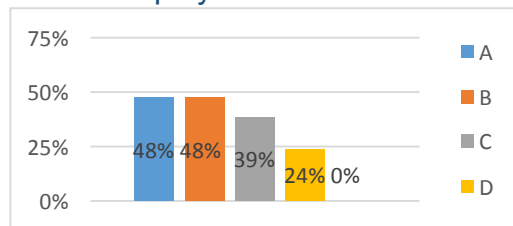


Figure 31 Employers Question 10: All Responses

A total of 109 employers answered this question.

Employers overall were most likely to indicate that their staff have the green skills represented by option B: 'expert procedural knowledge...' (48% of responses) and A: 'environmental awareness' (48% of responses). D: 'being responsible for environmental management' was the least selected option.

#### 4.10.2 Employers Question 10: By Country

The following graph and table presents responses for Question 10 at country level.

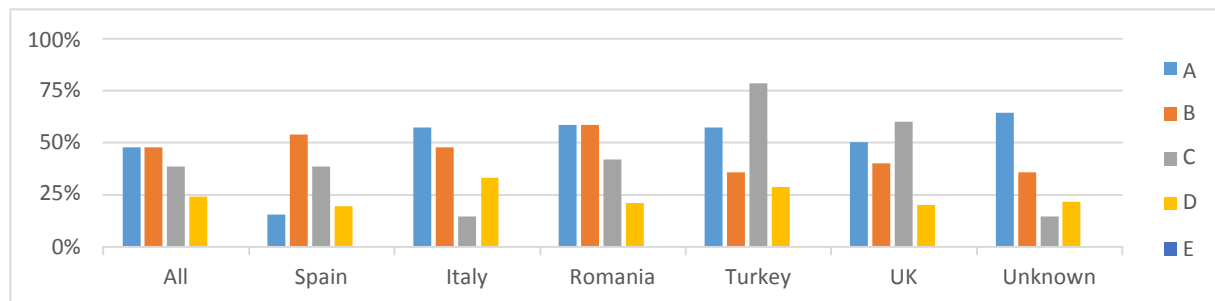


Figure 32 Employers Question 10: By Country

| Country | Total Responses | Responses |    |    |    |   | Percentage |     |     |     |    |
|---------|-----------------|-----------|----|----|----|---|------------|-----|-----|-----|----|
|         |                 | A         | B  | C  | D  | E | A          | B   | C   | D   | E  |
| All     | 109             | 52        | 52 | 42 | 26 | 0 | 48%        | 48% | 39% | 24% | 0% |
| Spain   | 26              | 4         | 14 | 10 | 5  | 0 | 15%        | 54% | 38% | 19% | 0% |
| Italy   | 21              | 12        | 10 | 3  | 7  | 0 | 57%        | 48% | 14% | 33% | 0% |
| Romania | 24              | 14        | 14 | 10 | 5  | 0 | 58%        | 58% | 42% | 21% | 0% |
| Turkey  | 14              | 8         | 5  | 11 | 4  | 0 | 57%        | 36% | 79% | 29% | 0% |
| UK      | 10              | 5         | 4  | 6  | 2  | 0 | 50%        | 40% | 60% | 20% | 0% |
| Unknown | 14              | 9         | 5  | 2  | 3  | 0 | 64%        | 36% | 14% | 21% | 0% |

Table 16 Employers Question 10

In Turkey and the UK, employers were most likely to indicate C: *'being practically involved...'* as a skill that their staff have. In Spain, option B was chosen the most frequently by employers, while in Romania and Italy, options A and B were selected a comparable number of times, by around half of respondents to this question.

#### 4.11 Employers Question 11

Participants that selected E: *'other'* in Question 10 were asked to type their response.

QUESTION: Other skills your staff have

##### 4.11.1 Employers Question 11: All Participants

No employers answered this question.

#### 4.12 Employers Question 12

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: When you are recruiting new employees, do you prefer that they already have green skills?

#### 4.12.1 Employers Question 12: All Responses

A total of 208 employers answered this question.

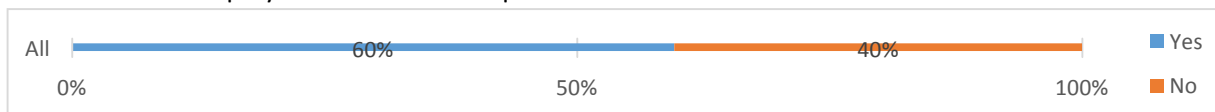


Figure 33 Employers Question 12: All Responses

Three-fifths of employers prefer prospective new employees to already have green skills.

#### 4.12.2 Employers Question 12: By Country

The following graph and table presents responses for Question 12 at country level.

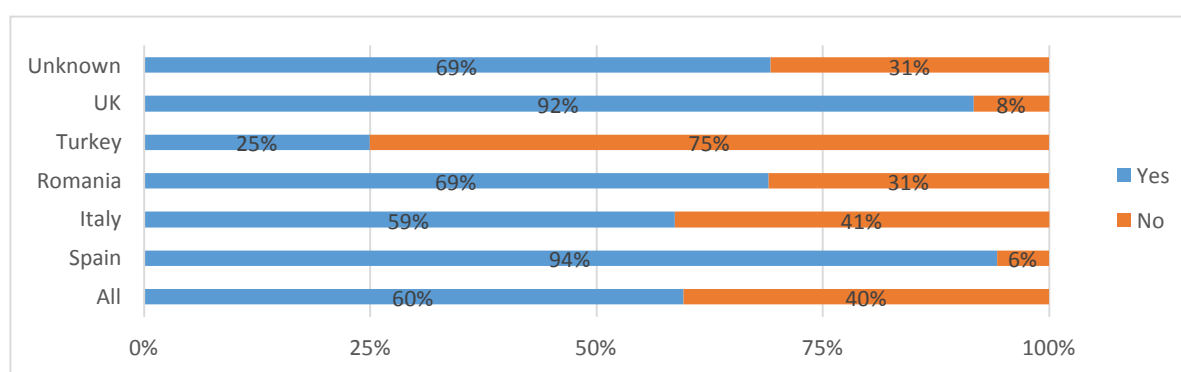


Figure 34 Employers Question 12: By Country

| Country | Total Responses | Responses |    | Percentage |     |
|---------|-----------------|-----------|----|------------|-----|
|         |                 | Yes       | No | Yes        | No  |
| All     | 208             | 124       | 84 | 60%        | 40% |
| Spain   | 35              | 33        | 2  | 94%        | 6%  |
| Italy   | 29              | 17        | 12 | 59%        | 41% |
| Romania | 42              | 29        | 13 | 69%        | 31% |
| Turkey  | 64              | 16        | 48 | 25%        | 75% |
| UK      | 12              | 11        | 1  | 92%        | 8%  |
| Unknown | 26              | 18        | 8  | 69%        | 31% |

Table 17 Employers Question 12

Employers in the UK, Spain, Romania and Italy were likely to agree that they prefer new employees to already have green skills, especially in the UK (92% yes) and Spain (94% yes). In Turkey, however, 75% of employers stated they did not prefer new employees to already have green skills.

#### 4.13 Employers Question 13

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: After recruiting new employees, do you evaluate their green skills?

#### 4.13.1 Employers Question 13: All Participants

A total of 208 employers answered this question.

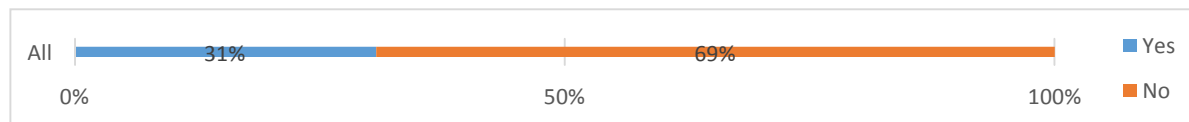


Figure 35 Employers Question 13: All Responses

Around two-thirds of employers (69%) indicated that they did not evaluate green skills after recruiting new employees.

#### 4.13.2 Employers Question 13: By Country

The following graph and table presents responses for Question 13 at country level.

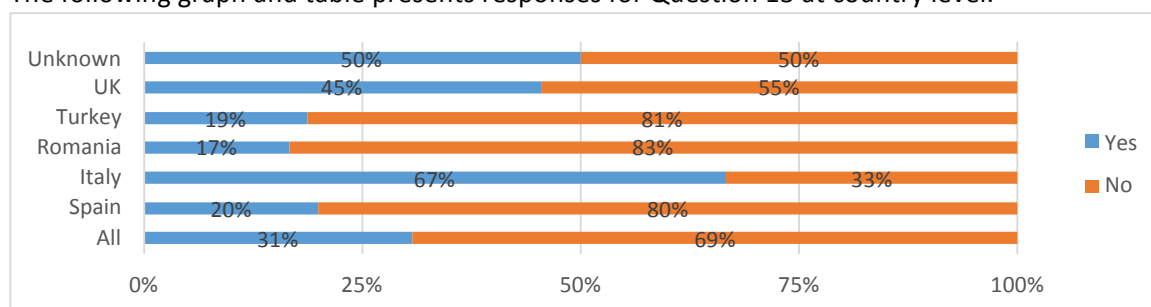


Figure 36 Employers Question 13: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 208             | 64        | 144 | 31%        | 69% |
| Spain   | 35              | 7         | 28  | 20%        | 80% |
| Italy   | 30              | 20        | 10  | 67%        | 33% |
| Romania | 42              | 7         | 35  | 17%        | 83% |
| Turkey  | 64              | 12        | 52  | 19%        | 81% |
| UK      | 11              | 5         | 6   | 45%        | 55% |
| Unknown | 26              | 13        | 13  | 50%        | 50% |

Table 18 Employers Question 13

In all countries apart from Italy, employers indicated that they do not evaluate an employee's green skills after recruitment. In Italy however, 67% of employer respondents stated that they do evaluate green skills after recruitment.

#### 4.14 Employers Question 14

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: Do you think new entrants to the workforce are aware of and suitably qualified in green skills?

#### 4.14.1 Employers Question 14: All Participants

A total of 208 employers answered this question.

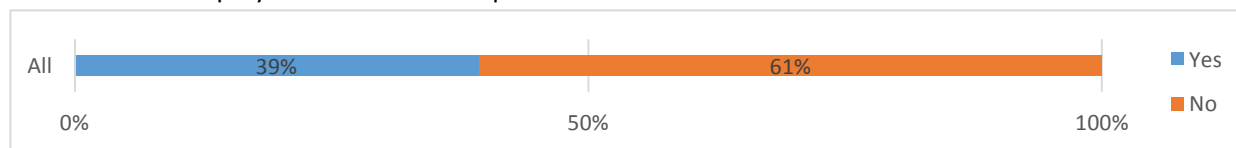


Figure 37 Employers Question 14: All Responses

From all employer respondents to this question, 61% did not think that new entrants to the workforce are aware of and suitably qualified in green skills.

#### 4.14.2 Employers Question 14: By Country

The following graph and table presents responses for Question 14 at country level

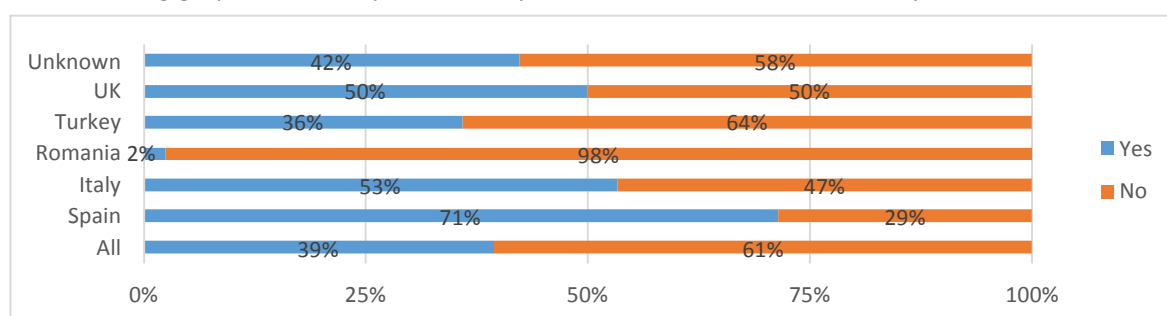


Figure 38 Employers Question 14: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 208             | 82        | 126 | 39%        | 61% |
| Spain   | 35              | 25        | 10  | 71%        | 29% |
| Italy   | 30              | 16        | 14  | 53%        | 47% |
| Romania | 41              | 1         | 40  | 2%         | 98% |
| Turkey  | 64              | 23        | 41  | 36%        | 64% |
| UK      | 12              | 6         | 6   | 50%        | 50% |
| Unknown | 26              | 11        | 15  | 42%        | 58% |

Table 19 Employers Question 14

In Turkey and especially Romania (98% no), employers indicated that they believed new entrants to not be aware or suitably qualified in green skills. In Italy and the UK, the divide in opinion amongst employers was close to 50/50, while in Spain 71% believed that new entrants were aware of and suitably qualified in green skills.

#### 4.15 Employers Question 15

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: Do you provide training for your staff in green skills?



#### 4.15.1 Employers Question 15: All Participants

A total of 208 employers answered this question.

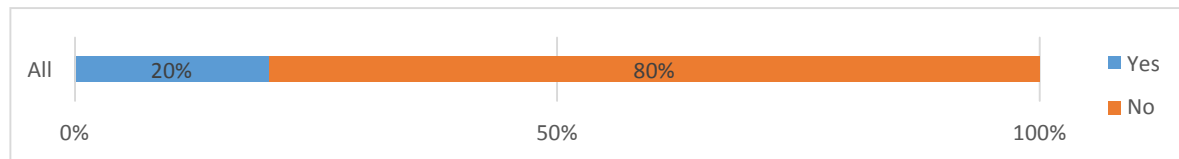


Figure 39 Employers Question 15: All Responses

Overall, the majority (80%) of employers indicated that they do not provide training for their staff in green skills.

#### 4.15.2 Employers Question 15: By Country

The following graph and table presents responses for Question 15 at country level

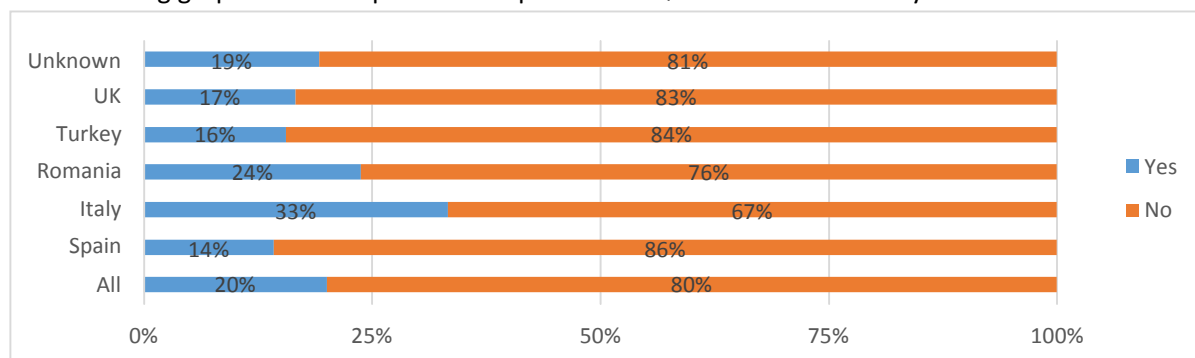


Figure 40 Employers Question 15: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 209             | 42        | 167 | 20%        | 80% |
| Spain   | 35              | 5         | 30  | 14%        | 86% |
| Italy   | 30              | 10        | 20  | 33%        | 67% |
| Romania | 42              | 10        | 32  | 24%        | 76% |
| Turkey  | 64              | 10        | 54  | 16%        | 84% |
| UK      | 12              | 2         | 10  | 17%        | 83% |
| Unknown | 26              | 5         | 21  | 19%        | 81% |

Table 20 Employers Question 15

Across all countries, employers indicated that they do not provide training for their staff in green skills. Italy had the highest percentage of employers (33%) indicating that they do provide training.

#### 4.16 Employers Question 16

Participants that answered 'yes' to Question 15 were asked the following.

QUESTION: In which green skills do you provide training for your staff?

- A: environmental awareness
- B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.
- C: being practically involved in saving energy, protecting ecosystems etc.
- D: being responsible for environmental management
- E: other

Participants could select any combination of options.

#### 4.16.1 Employers Question 16: All Participants

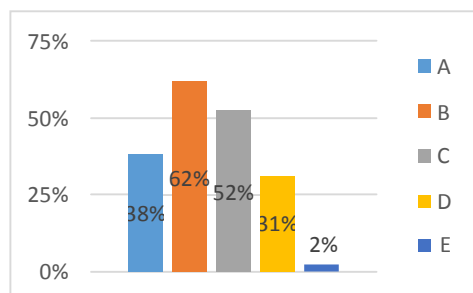


Figure 41 Employers Question 16: All Responses

A total of 42 employers answered this question.

Employers overall were most likely to select B: '*expert procedural knowledge...*' as the green skills that they provide training for to staff. Employers were least likely to select D: '*being responsible for environmental management*'.

#### 4.16.2 Employers Question 16: By Country

The following graph and table presents responses for Question 16 at country level

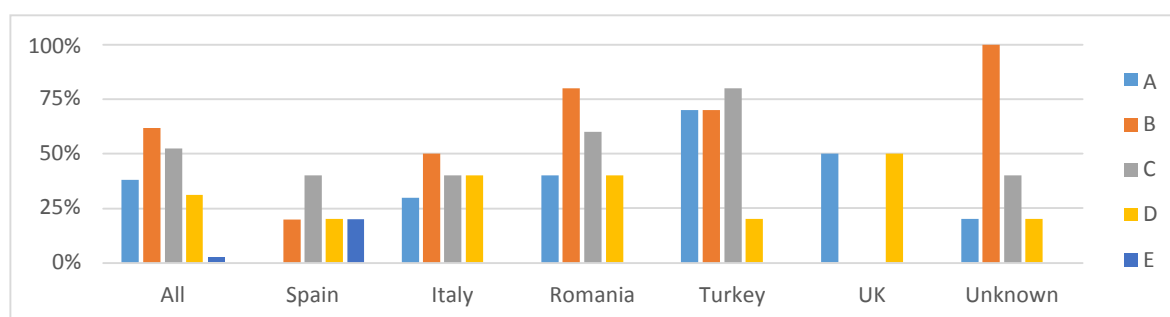


Figure 42 Employers Question 16: By Country

| Country | Total Responses | Responses |    |    |    |   | Percentage |      |     |     |     |
|---------|-----------------|-----------|----|----|----|---|------------|------|-----|-----|-----|
|         |                 | A         | B  | C  | D  | E | A          | B    | C   | D   | E   |
| All     | 42              | 16        | 26 | 22 | 13 | 1 | 38%        | 62%  | 52% | 31% | 2%  |
| Spain   | 5               | 0         | 1  | 2  | 1  | 1 | 0%         | 20%  | 40% | 20% | 20% |
| Italy   | 10              | 3         | 5  | 4  | 4  | 0 | 30%        | 50%  | 40% | 40% | 0%  |
| Romania | 10              | 4         | 8  | 6  | 4  | 0 | 40%        | 80%  | 60% | 40% | 0%  |
| Turkey  | 10              | 7         | 7  | 8  | 2  | 0 | 70%        | 70%  | 80% | 20% | 0%  |
| UK      | 2               | 1         | 0  | 0  | 1  | 0 | 50%        | 0%   | 0%  | 50% | 0%  |
| Unknown | 5               | 1         | 5  | 2  | 1  | 0 | 20%        | 100% | 40% | 20% | 0%  |

Table 21 Employers Question 16

No employers in Spain indicated that they provide '*environmental awareness*' training to their staff, however a high percentage of employer respondents to this question in Turkey indicate they do. In Italy and Romania, employers were likely to choose option B as representative of the training they provide.

#### 4.17 Employers Question 17

Participants that selected E: '*other*' in Question 16 were asked to type their response.

QUESTION: Other green skills we provide training in for our staff

##### 4.17.1 Employers Question 17: All Participants

A total of 1 employer answered this question. The answers provided by participants are presented in their original language.



## 4.18 Employers Question 18

QUESTION: How do you think green skills will develop in the workplace in the future?

### 4.18.1 Employers Question 18: All Participants

A total of 52 employers answered this question. The answers provided by participants are presented in their original language.

- UK yes as environmental impact awareness is increasing
- UK I hope the term 'green skills' will no longer be necessary in the future as this aspect will be embedded across all areas of work and in all cultures.
- UK Yes
- UK With the collaboration and the awareness of everyone.
- UK As i see the future, green skills have to be developed until they'll become a basic part of everyone's training, where design and other skills are directly based and shaped with the awarness of the needs of our planet. This has to happen before every other type of training, which means giving directly to younger people sense of responsibility and awarness on how to build and work in/for the future, without having to think in a "green way" but already having that integrated in their knowledge and way of doing things.
- UK They will be more and more relevant and taken for granted
- ES Formación
- ES Reutilizacion i reciclaje
- ES Formación
- ES no lo se
- ES Siguiendo normativa
- ES No se
- ES Cursos de formación obligatorios
- ES No lo se
- ES no se
- ES Práctica
- ES Porque el cliente lo pida
- ES Mejora continua
- ES Este necesar ca acestea sa se dezvolt in viitor, insa consider ca va mai trece mult timp pana se va intampla aceasta
- IT Esperienza
- IT Attraverso la frequenza di master, workshop e tavoli tecnici di confronto
- IT In tutte le professioni oltre alle cosiddette "soft skill", come le lingue, è richiesto un certo grado di conoscenza sui temi dell'energia e della sostenibilità perché per le industrie e le imprese italiane i costi energetici sono particolarmente alti e la sensibilità verso l'ambiente è in crescita. È importante realizzare dei veri e propri corsi per poter accrescere la sensibilità ambientale e favorire un maggiore coinvolgimento pratico nelle procedure che riguardano l'apprendimento delle green skills.
- IT Attraverso dei corsi di formazione volti alla sensibilizzazione rispetto ambientale e all'introduzione di buone pratiche
- IT Corsi di formazione specifici
- IT Miglior conoscenza dei materiali ecosistemi vili in fase di progettazione e produzione
- IT Positivamente
- IT Tramite corsi che diano maggiori informazioni sotto l'aspetto ambientale
- IT Il mio parere è che le competenze "green" debbano essere sviluppate a prescindere negli individui, formando la loro coscienza ambientale e il loro senso civico e di appartenenza a questo ecosistema, sin da piccoli. Così facendo non ci sarebbe più bisogno di dover specificare o richiedere competenze "green" in quanto sarebbero già integrate nelle modalità di progettazione di qualsivoglia prodotto, processo o sistema.
- IT Non verranno più sottolineate perché tutti le useranno quotidianamente senza accorgersene
- IT Maggiore informazione
- IT Acquisendo la giusta competenza che contraddistingue ogni professione scientifica.
- IT In modo esaustivo
- RO Prin formarea continua a angajatilor



- RO in masura in care competentele verzi sunt solicitate de domeniu, fiecare firma este responsabila pentru formarea personalului propriu.
- RO Ne dorim ca majoritatea angajatilor sa aiba competente verzi
- RO Vor fi mai multe formari in competentele verzi
- RO Vor creste
- RO prin examene si instruiiri periodice
- RO prin instruire periodica
- RO nu stiu
- RO prin cursuri de perfectionare si examinari periodice
- RO pregatirea anagajtilor in functie de cerintele proiectelor in executie
- RO Ne dorim ca majoritatea angajatilor sa aiba competente in domeniulcompetentelorverzi
- RO Vor fi mai multe formari in domeniul competentelor verzi
- RO Este necesar ca acestea sa se dezvolte in viitor
- TR Farkındalık artacak ve enerji tasarrufu daha önemli hale gelecek.
- TR İş yerleri için yasal düzenlemeler gelecektir, ve her iş yeri bu konuda bilinçli olacaktır
- TR İş yerleri için önemi daha çok artacak
- TR İş yerleri bu konuda denetlenecek, her firma bu kapsamda sorumlu tutulacak, bu konuda kanunlar çıkacak.
- TR Yasal düzenlemeler gelecek ve her firma sorumlu tutulacak
- TR Kanuni düzenlemeler gelecek, çalışanların bu konuda eğitimi olacağı bir dönem yaşayacağız
- TR Kanunlaştırılacak ve herkes için önem arz edecek



## 5 Learners

### 5.1 Learners Results Summary

Learners were more likely to say that they are learning green skills (56% yes) than not (44% no) – with especially high percentages of learners studying green skills in Romania (94%) and Spain (80%). In Italy, around half of learners believed that they were learning green skills, however in the UK and Turkey, 62% and 79%, respectively, asserted that they were not learning green skills.

On average, students considered *‘expert procedural knowledge’* to be the most important aspect of green skills and *‘being responsible for environmental management’* the least important. Individually, Spain, Italy, Romania, and the UK follow this trend, however in Turkey, only 3% chose *‘expert procedural knowledge’*, instead a significant percentage (54%) choosing *‘environmental awareness’* as the most important aspect.

*‘Environmental awareness’* was, however, the most popular subject area that this target group are currently studying. *‘How to be responsible for environmental management’* was the option least likely to be chosen by students as representative of the green skills they are learning.

The broad majority of learners on average thought that they will use green skills in their working life, and that having green skills will help them find a job. The countries with higher percentages of students thinking they wouldn’t use green skills were Turkey (29% no) and the UK (33% no), which is possibly linked to these countries also having a higher percent of respondents believing that green skills will not help them find a job.

### 5.2 Learners Survey Participants

A total of 1251 participants completed all or part of the learners’ questionnaire. The following table shows a breakdown of participants by partner country.

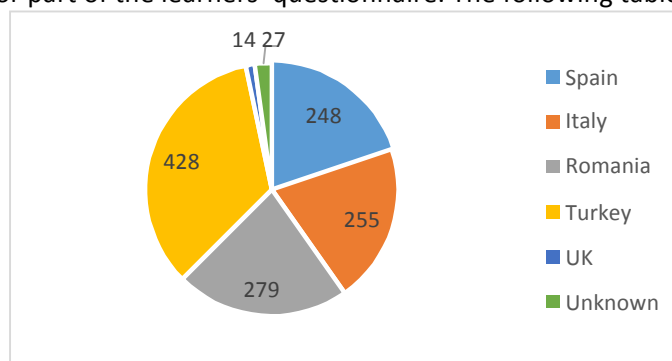


Figure 43 Learners Total Participants

| Country      | Total Responses |
|--------------|-----------------|
| Spain        | 248             |
| Italy        | 255             |
| Romania      | 279             |
| Turkey       | 428             |
| UK           | 14              |
| Unknown      | 27              |
| <b>Total</b> | <b>1251</b>     |

Table 22 Learners Total Participants

### 5.3 Learners Question 3

QUESTION: In this project, we consider green skills to cover the working areas of:

- Environmental awareness
- Expert knowledge on procedures for energy, waste, resource efficiency, sustainable development etc.
- Being practically involved in saving energy, protecting ecosystems etc.
- Being responsible for environmental management

Do you think that you are learning green skills?

#### 5.3.1 Learners Question 3: All Participants

A total of 1248 learner participants answered this question

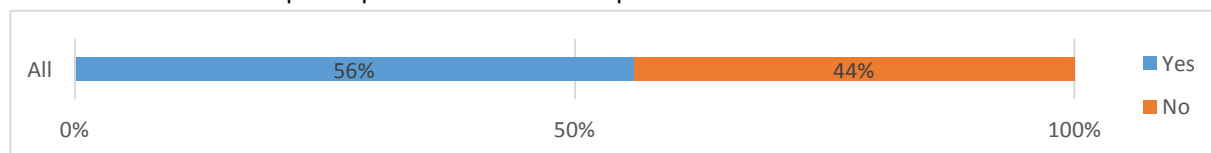


Figure 44 Learners Question 3 All Responses

Learners were more likely to say that they are learning green skills (56% yes) than not (44% no).

#### 5.3.2 Learners Question 3: By Country

The following graph and table presents responses for Question 3 at country level.

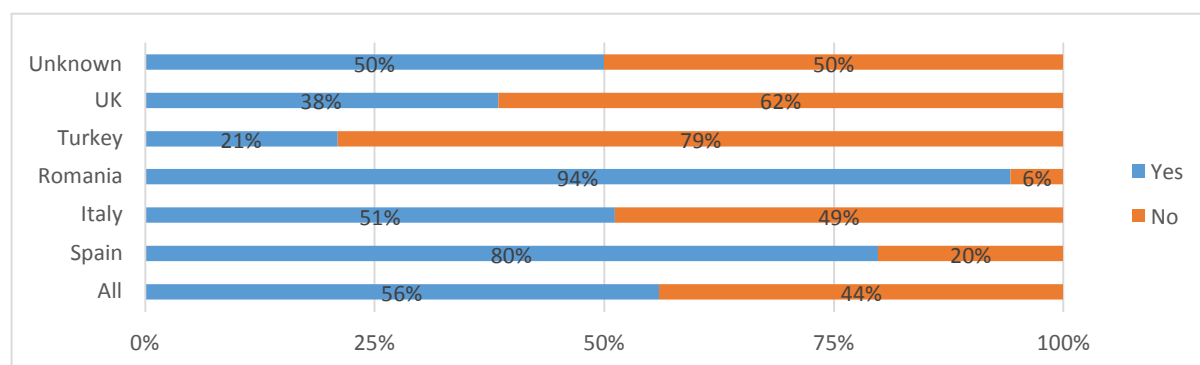


Figure 45 Learners Question 3 All Responses

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 1248            | 699       | 549 | 56%        | 44% |
| Spain   | 248             | 198       | 50  | 80%        | 20% |
| Italy   | 254             | 130       | 124 | 51%        | 49% |
| Romania | 279             | 263       | 16  | 94%        | 6%  |
| Turkey  | 428             | 90        | 338 | 21%        | 79% |
| UK      | 13              | 5         | 8   | 38%        | 62% |
| Unknown | 26              | 13        | 13  | 50%        | 50% |

Table 23 Learners Question 4: By Country

High percentages of learners in Romania (94%) and Spain (80%) believed that they were learning green skills. In Italy, around half of learners believed that they were learning green skills, however in the UK and Turkey, 62% and 79%, respectively, asserted that they were not learning green skills.

## 5.4 Learners Question 4

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: What do you believe is the most important aspect of green skills?

A: environmental awareness

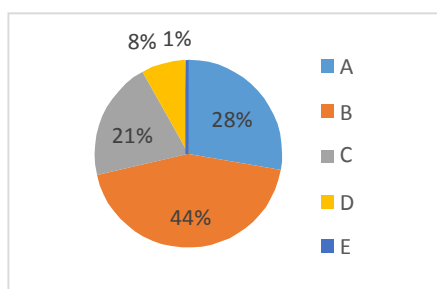
B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc

C: being practically involved in saving energy, protecting ecosystems etc

D: being responsible for environmental management

E: other

### 5.4.1 Learners Question 4: All Participants



A total of 694 learner participants answered this question.

B: 'expert procedural knowledge' was the most important aspect of green skills in amongst learners. D: 'being responsible for environmental management' was considered the least important.

Figure 46 Learners Question 4: All Responses

### 5.4.2 Learners Question 4: By Country

The following graph and table presents responses for Question 4 at country level.

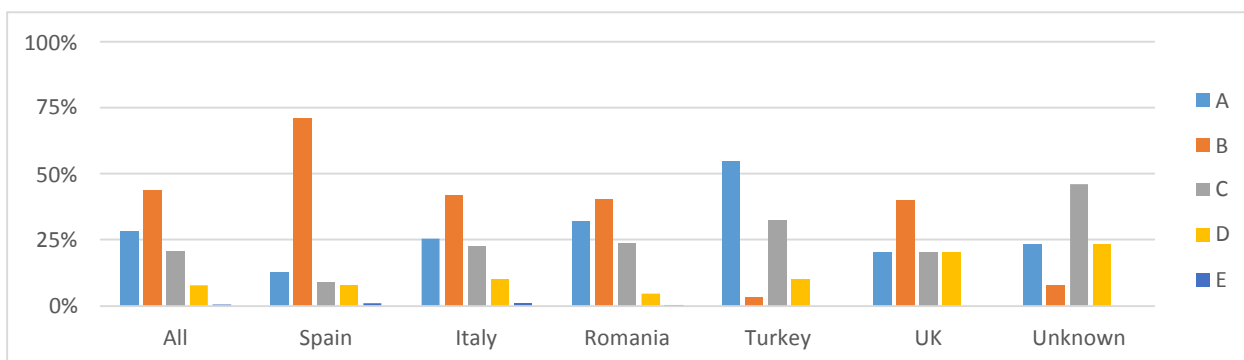


Figure 47 Learners Question 4: By Country

| Country | Total Responses | Responses |     |     |    |   | Percentage |     |     |     |    |
|---------|-----------------|-----------|-----|-----|----|---|------------|-----|-----|-----|----|
|         |                 | A         | B   | C   | D  | E | A          | B   | C   | D   | E  |
| All     | 694             | 194       | 304 | 143 | 53 | 4 | 28%        | 44% | 21% | 8%  | 1% |
| Spain   | 196             | 25        | 139 | 17  | 15 | 2 | 13%        | 71% | 9%  | 8%  | 1% |
| Italy   | 129             | 33        | 54  | 29  | 13 | 1 | 26%        | 42% | 22% | 10% | 1% |
| Romania | 261             | 83        | 105 | 61  | 12 | 1 | 32%        | 40% | 23% | 5%  | 0% |
| Turkey  | 90              | 49        | 3   | 29  | 9  | 0 | 54%        | 3%  | 32% | 10% | 0% |
| UK      | 5               | 1         | 2   | 1   | 1  | 0 | 20%        | 40% | 20% | 20% | 0% |
| Unknown | 13              | 3         | 1   | 6   | 3  | 0 | 23%        | 8%  | 46% | 23% | 0% |

Table 24 Learners Question 4

In Spain, Italy, Romania and the UK, students find 'expert procedural knowledge' the most important aspect of green skills. In Turkey, however, only 3% chose this option, more often opting for 'environmental awareness' as the most important aspect.

## 5.5 Learners Question 5

Participants that chose option E: 'other' were asked to type their response.

QUESTION: Other most important aspect of green skills

### 5.5.1 Learners Question 5: All Participants

A total of 2 learners provided an answer to this question. The answers provided by participants are presented in their original language.

ES Todos igual  
ES Educación Ambiental

## 5.6 Learners Question 6

Participants that answered 'yes' to Question 3 were asked the following.

QUESTION: Which green skills are you learning?

A: environmental awareness

B: expert procedural knowledge on energy, waste, resource efficiency, sustainable development etc.

C: how to be practically involved in saving energy, protecting ecosystems etc.

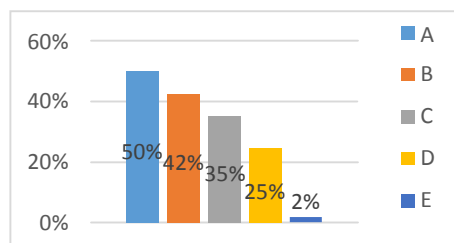
D: how to be responsible for environmental management

E: other

Participants could select any combination of options.

### 5.6.1 Learners Question 6: All Participants

A total of 697 learners answered this question.



A: 'environmental awareness' was the most popular selection for learners chosen by students as representative of the green skills they are studying. D: 'how to be responsible for environmental management' was the least likely option

Figure 48 Learners Question 6: All Responses

### 5.6.2 Learners Question 6: By Country

The following graph and table presents responses for Question 6 at country level.

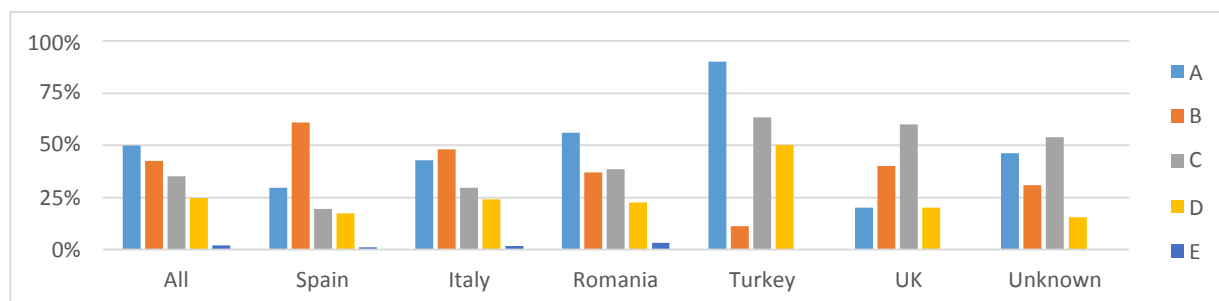


Figure 49 Learners Question 6: By Country



| Country | Total Responses | Responses |     |     |     |    | Percentage |     |     |     |    |
|---------|-----------------|-----------|-----|-----|-----|----|------------|-----|-----|-----|----|
|         |                 | A         | B   | C   | D   | E  | A          | B   | C   | D   | E  |
| All     | 697             | 348       | 295 | 244 | 172 | 12 | 50%        | 42% | 35% | 25% | 2% |
| Spain   | 197             | 58        | 120 | 38  | 34  | 2  | 29%        | 61% | 19% | 17% | 1% |
| Italy   | 129             | 55        | 62  | 38  | 31  | 2  | 43%        | 48% | 29% | 24% | 2% |
| Romania | 263             | 147       | 97  | 101 | 59  | 8  | 56%        | 37% | 38% | 22% | 3% |
| Turkey  | 90              | 81        | 10  | 57  | 45  | 0  | 90%        | 11% | 63% | 50% | 0% |
| UK      | 5               | 1         | 2   | 3   | 1   | 0  | 20%        | 40% | 60% | 20% | 0% |
| Unknown | 13              | 6         | 4   | 7   | 2   | 0  | 46%        | 31% | 54% | 15% | 0% |

Table 25 Learners Question 6

In Turkey, learners are very likely to consider ‘*environmental awareness*’ as an aspect that they are learning. In Spain and Italy, ‘*expert procedural knowledge*’ is a common green skill for learners to be learning. In the UK however, learners are more likely to be learning ‘*how to be practically involved in saving energy*’.

## 5.7 Learners Question 7

Participants that selected E: ‘*other*’ in Question 6 were asked the following.

QUESTION: Other green skills you are learning

### 5.7.1 Learners Question 7: All Participants

A total of 6 learners provided an answer to this question. The answers provided by participants are presented in their original language.

- ES Educación Ambiental
- ES Todo
- RO Imi place sa fac cu drag o instalatie a casei
- RO analiza probelor de sol, apa, etc.
- RO ingrijirea apelor, plantelor.
- RO despre reciclare

## 5.8 Learners Question 8

QUESTION: Do you think you will use green skills in your working life?

### 5.8.1 Learners Question 8: All Participants

A total of 1246 learners answered this question.

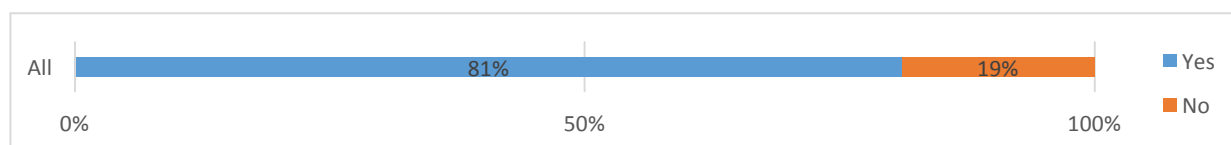


Figure 50 Learners Question 8: All Responses

The majority of learners on average – 81% of all respondents to this question – thought that they will use green skills in their working life.

## 5.8.2 Learners Question 8: By Country

The following graph and table presents responses for Question 8 at country level.

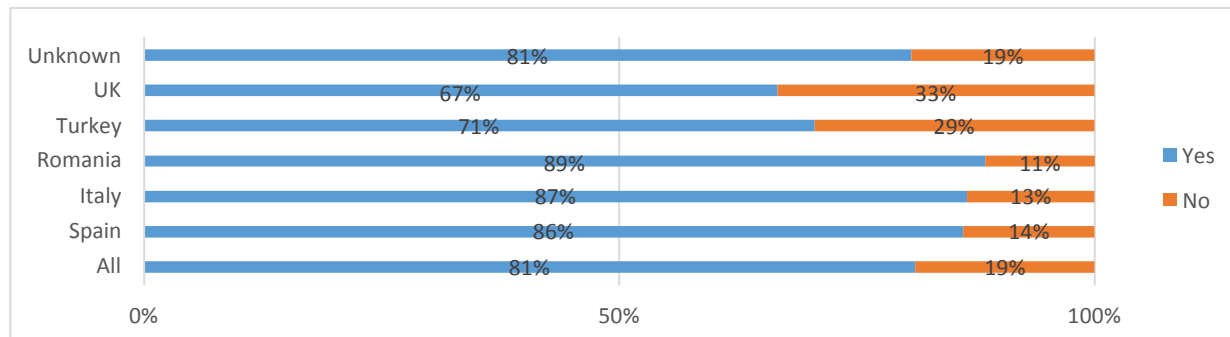


Figure 51 Learners Question 8: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 1246            | 1011      | 235 | 81%        | 19% |
| Spain   | 247             | 213       | 34  | 86%        | 14% |
| Italy   | 254             | 220       | 34  | 87%        | 13% |
| Romania | 279             | 247       | 32  | 89%        | 11% |
| Turkey  | 428             | 302       | 126 | 71%        | 29% |
| UK      | 12              | 8         | 4   | 67%        | 33% |
| Unknown | 26              | 21        | 5   | 81%        | 19% |

Table 26 Learners Question 8

Learners from all countries considered that they would use green skills in their working life. The countries with higher percentages of students thinking they wouldn't use green skills were Turkey (29% no) and the UK (33% no).

## 5.9 Learners Question 9

QUESTION: Do you think having green skills will help you to find a job?

### 5.9.1 Learners Question 9: All Participants

A total of 1247 learners answered this question.

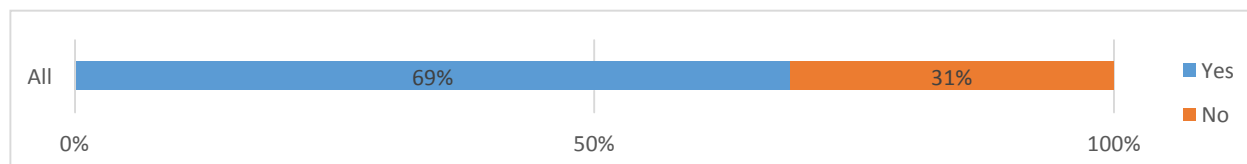


Figure 52 Learners Question 9

The majority of learners answered that they think having green skills will help them find a job.

## 5.9.2 Learners Question 9: By Country

The following graph and table presents responses for Question 9 at country level.

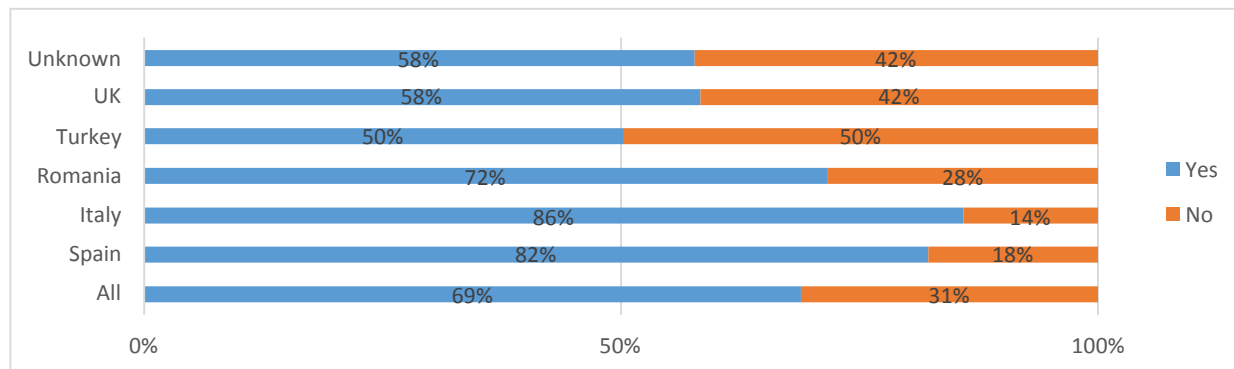


Figure 53 Learners Question 9: By Country

| Country | Total Responses | Responses |     | Percentage |     |
|---------|-----------------|-----------|-----|------------|-----|
|         |                 | Yes       | No  | Yes        | No  |
| All     | 1247            | 859       | 388 | 69%        | 31% |
| Spain   | 247             | 203       | 44  | 82%        | 18% |
| Italy   | 255             | 219       | 36  | 86%        | 14% |
| Romania | 279             | 200       | 79  | 72%        | 28% |
| Turkey  | 428             | 215       | 213 | 50%        | 50% |
| UK      | 12              | 7         | 5   | 58%        | 42% |
| Unknown | 26              | 15        | 11  | 58%        | 42% |

Table 27 Learners Question 9

Results indicate that the majority of learners across all countries do think that having green skills will help them find a job, however as much as 50% in Turkey and 42% in the UK do not agree.

## 5.10 Learners Question 10

QUESTION: Please tell us how you think green skills could develop in the future?

### 5.10.1 Learners Question 10: All Participants

A total of 240 learners answered this question, presented here in their original language.

- UK To be onest i think that maybe we could be sourranded by envirometal material and forced to use it for the simple reason that we should must use it, because we don't have other possibilities
- ES Cursos prácticos
- ES Siendo mas responsables
- ES Cero que la clave para mantener un buen ecosistema es un buen sistema de reciclaje, respetar el medio ambiente, y no solo no ensuciar los lugares públicos y naturales, si no dejarlos mas limpios de lo que estaban; yo por ejemplo cada vez que salgo ha dar una vuelta con la bicicleta al campo llevo una bolsa para recoger al menos 3 residuos que encuentre durante el transcurso de mi excursión, es un gesto muy simple pero de gran satisfacción y valor medio ambiental. Creo que ultimamente se habla bastante del tema medio ambiental, pero creo que ni de lejos es suficiente.
- ES Dando más importancia en la educación a este tema
- ES Realizando una asignatura de eco-habilidades en bachillerato, FP o incluso en la universidad



- ES Se podrían perfeccionar haciendo campañas de concienciación desde edades muy tempranas y aplicarlas mediante conocimientos más profesionales durante la etapa de estudios obligatorios.
- ES Mejorando la formación en los institutos
- ES Recibiendo cursos o leyendo más información que hagan que tomemos conciencia
- ES Curso formativo de ecoetiquetado
- ES CON MAS INFORMACION
- ES Formación específica para la producción sostenible, ecodiseño, etc.
- ES Con una mayor publicidad y enseñanza en los centros
- ES Con más formación
- ES Aplicaciones concretas para sectores concretos
- ES La educación de los individuos desde la infancia es fundamental
- ES Uso de nuevos materiales sostenibles, procesos de producción verdes, uso nuevas tecnologías
- ES Más formación
- ES Concienciando desde la guardería, incluir como asignatura en el sistema educativo para desarrollar conciencia medioambiental y herramientas disponibles, premiando a las empresas comprometidas de algún modo (reducción de impuestos, subvenciones para poder poner en marcha procesos productivos ecológicos, imponer medidas de prevención igual que se introdujo la prevención de riesgos laborales..). Pero sobretodo educación que obligue al sistema porque lo demanden los consumidores y usuarios a los que se ha educado durante generaciones con conciencia medioambiental.
- ES Usando productos reciclables, y productos fabricados cerca del trabajo
- ES Estando presentes en toda la formación
- ES En clase
- ES No se
- ES Se hace bien
- ES Ni idea
- ES Más prácticas
- ES Concienciación
- ES Charlas
- ES Cursos prácticos
- ES Dándoles más importancia
- ES Práctica
- ES No lo se
- ES Documentales
- ES Trabajando entornos verdes
- ES Formación
- ES Práctica
- ES Más práctica en empresas
- ES Con leyes restrictivas que castiguen al que no cumple
- ES Concienciación
- ES Práctica
- ES ???
- ES Con expertos
- ES En el mundo laboral
- ES Profesores expertos
- ES Con mucha práctica
- ES Conociendo los efectos de no utilizarlas
- ES Cursos de concienciación medioambiental desde el colegio y a todos los niveles
- ES No son necesarias
- ES La sociedad las demandará
- ES Más relevancia a estas habilidades
- ES Con formación
- ES Profesores especializados
- ES Ya lo veremos
- ES Viendo los resultados que tiene sobre el medio ambiente la utilización de habilidades en este sentido
- ES Igual que ahora, en centros de FP



|    |   |
|----|---|
| ES | Juegos  |
| ES | Concienciación  |
| ES | Será imprescindible   |
| ES | Clases  |
| ES | De igual manera   |
| ES | Trabajando  |
| ES | Mundo laboral   |
| ES | Aprendizaje propio  |
| ES | Viendo a profesionales  |
| ES | Cuando el planeta nos dé un aviso la gente se concienciará  |
| ES | Prácticas en empresas   |
| ES | Mayor formación especializada   |
| ES | No hace falta una formación extra   |
| ES | Prácticas en empresas   |
| ES | Viendo los resultados   |
| ES | Eso deberían comentarlo los profesores  |
| ES | No lo se  |
| ES | Cursos a medida   |
| ES | viendo sus efectos  |
| ES | Formación específica  |
| ES | Prácticas en empresas   |
| ES | No tengo ni idea  |
| ES | Sensibilidad hacia la naturaleza y nuestros recursos limitados  |
| ES | Profesores especializados   |
| ES | Prácticas   |
| ES | Concienciación  |
| ES | No se   |
| ES | Estudiando  |
| ES | Pruebas reales de su utilidad   |
| ES | Prácticas externas y formación dual   |
| ES | Enseñando la utilidad   |
| ES | Aprendizaje profesionalizado  |
| ES | Aplicaciones móviles  |
| ES | En la vida real   |
| ES | Mejores profesores  |
| ES | Concienciación real en escuelas   |
| ES | Con mejores praxis docentes   |
| ES | Realidad aumentada  |
| ES | Profesores mejor formados   |
| ES | Aprenizaje personalizado  |
| IT | The world needs new cleaner ways to produce and use energy. I think the energy sector will be the most involved one in the following years, developing towards years reigned by progress, environmental care and energy efficiency. |
| IT | Improving the knowledge of energy, the recycling of waste and the improvement of sustainable development  |
| IT | Con una maggiore sostenibilità ambientale e utilizzo consapevole delle risorse energetiche  |
| IT | In futuro sarà necessario dare maggiore riconoscimento alle figure che si occupano di ambiente ( per esempio con la creazione di un albo) che possano   |
| IT | Making people aware of them in everyday situations  |
| IT | Maggiore sensibilità ambientale   |
| IT | ...   |
| IT | "I think that with the everyone's contribution the green skills sector will grow more and more, exploiting the natural resources that we all have available. "  |
| IT | I don't know  |
| IT | Le competenze green dovrebbero essere a sistema con le pratiche di partecipazione dei cittadini nelle trasformazioni del territorio a partire dai quartieri.  |



- IT Maggiore attenzione in ambito di studio e formazione su questa tematica, anche a livello lavorativo per tenersi in continuo aggiornamento
- IT Più uso dell'energia solare come fonte di energia
- IT Maggiore responsabilità e parsimonia delle risorse energetiche nell'uso
- IT Con la ricerca e l'utilizzo sempre più di risorse rinnovabili
- IT Incrementare la consapevolezza del rispetto ambientale non solo in chi lavora o studia in tale ambito, ma in tutti, da applicare nella vita quotidiana
- IT Informazione e buoni esempi sin da piccoli
- IT Con maggiore informazione e con buoni esempi nel rispetto ambientale
- IT Maggiore informazione circa le nuove tecnologie green
- IT Sviluppo capacità di progettare
- IT È importante informare profondamente la popolazione dell'importanza del consumo consapevole.
- IT Ricerca e sperimentazione
- IT Avendo più esperienze sul campo
- IT Cambando la mentalità delle varie lobby che detengono il potere sul petrolio.
- IT Non dipende direttamente da noi
- IT Potrebbero coinvolgere varie fasi della produzione industriale e far sì che la società di oggi sia cosciente e agevoli l'uso di prodotti e energia green
- IT Implementando in modo migliore la consapevolezza ambientale nei media e nelle istituzioni
- IT Ricerca di efficienza energetica
- IT Con fonti di energia rinnovabile senza consumo di altre fonti di energia come l'energia elettrica
- IT "Grazie a ricerche e approfondimenti sulla materia, ma soprattutto a diffondere le conoscenze ai cittadini"
- IT Realizzare qualcosa che contribuisca a migliorare la nostra società
- IT Verso le energie rinnovabili
- IT Nel campo delle costruzioni si dovrebbero fare più corsi per costruire in maniera sostenibile
- IT Buone
- IT Maggiore istruzione e informazione
- IT Risparmio delle risorse ambientali
- IT "Sviluppo energie rinnovabili"
- IT Con uno studio approfondito di vantaggi economici e ambientali che porta alla consapevolezza di una qualità di vita migliore
- IT Attraverso una migliore consapevolezza e informazione degli effetti delle pratiche industriali sull'ambiente
- IT Sicuramente andremo incontro ad un futuro più green sia per la consapevolezza comune riguardo i benefici sia grazie alle legislazioni sempre più proibitive riguardo l'inquinamento
- IT Tramite una conoscenza più approfondita sulle procedure all'impiego dell'energia, soprattutto proteggendo l'ambiente
- IT Con un coinvolgimento più pratico e progettuale, e soprattutto integrandolo anche nei piccoli progetti costruttivi
- IT Rispettando tutti l'ambiente
- IT La consapevolezza del rispetto ambientale deve diventare integrazione tra pensiero acquisito e pratica
- IT Potrebbero svilupparsi in positivo solo se inserite obbligatoriamente nel percorso di studi sin dalle prime classi
- IT Introducendole anche in corsi di base presenti nei corsi di laurea triennale o come attività formative già a livello di scuola media superiore.
- IT Attraverso il riuso
- RO Competențele verzi s-ar putea dezvolta dacă ar convinge mai multă lume să participe
- RO Competențele verzi s-ar putea dezvolta dacă ar convinge mai multă lume să participe
- RO Să participe mai multe persoane
- RO Depinde de oamenii care se alătură proiectului. Cred că o să fie creșteri.
- RO Prin a face această lume mult mai verde
- RO Da
- RO Nu am idei
- RO Prin descoperirea unei noi surse de energie și abandonarea celor vechi
- RO Reciclați; montarea componentelor electrice
- RO Folosirea energiei electrice în locul carburanților
- RO Mașini electrice; reciclarea deșeurilor



RO Mai multe discursuri asupra subiectului  
RO Economisirea energiei ;reciclare  
RO Ingineri de mediu  
RO Accesibile  
RO Consider ca competentele verzi ar putea sa se dezvolte pe viitor  
RO O competenta verde ce ar putea sa se dezvolte pe viitor este cea de economisire a energiei  
RO Competentele verzi s-ar putea dezvolta mai mult in viitor  
RO Foarte bine  
RO O sa se dezvolte avand in vedere ca ajuta lumea  
RO In bine se vor dezvolta  
RO Competentele verzi s-ar putea dezvolta mai bine in viitor  
RO S-ar putea dezvolta destul de bine  
RO S-ar putea dezvolta destul de bine  
RO Se vor dezvolta foarte repede  
RO Ar trebui ca pe viitor sa se puna accentul pe asta , mai ales in scoli  
RO Ar putea sa fie obligatoriu macar un curs  
RO Protectiei mediului  
RO Prin masinile electrice  
RO Competentele verzi ne pot ajuta in viitor deoarece mediul va fi mai curat  
RO Eu cred ca in viitor vor exista roboti care vor curata mediul inconjurator  
RO Competentele verzi se pot dezvolta prin cunostinte in meseria in care vor lucra  
RO Eu consider ca competentele verzi se pot dezvolta in viitor prin adaugarea unor meserii in proiect  
RO Cu mai multe informatii si practica  
RO Prin adaugarea de legi pentru a proteja mai mult mediul ; imbinarea tehnologiei cu mediul inconjurator  
RO In viitor competentele verzi ar putea sa se dezvolte mai bine  
RO Masini electrice: energii naturale(eoliana. solara)  
RO Prin adaugarea unor legi noi pentru protectia mediului  
RO Activitati de curatenie , constientizare etc.  
RO cu mai multa implicare din partea autoritatilor  
RO mai multa implicare din partea factorilor de decizie, a scolilor si a angajatorilor  
RO nu stiu  
RO nu stiu  
RO nu stiu  
RO nu stiu  
RO daca ar fi abordate mai serios de toti factorii implicati  
RO prin formarea de specialisti in domeniul competentelor verzi  
RO prin mai multa educatie privind importanta protezarii mediului  
RO prin o mari mare implicare din partea tuturor factorilor  
RO prin educatie ecologica  
RO prin dezvoltare economica care va contribui la cresterea resurselor financiare ale beneficiarilor, acestia putand  
plati costurile generate de implementarea competentelor verzi.  
RO prin intalniri dintre elvi cu specialisti in competente verzi  
RO nu stiu  
RO prin implicarea tuturor factorilor  
RO prin implicarea tuturor factorilor  
RO nu stiu  
RO cursuri la televizor pentru toata lumea  
RO introducerea in educatia timpurie a informatiilor despre competente verzi prin experimente  
RO proiecte educative pentru dezvoltarea competentelor verzi  
RO prin mai multa informare la nivelul populatiei privind protectia mediului  
RO printr-o implicare mai mare a populatiei  
RO printr-o educatie mai serioasa a elevilor in competente verzi  
RO prin alocarea de ore de pregatire in competente verzi  
RO prin implicarea mai mult a companiilor  
RO prin alocarea de ore de pregatire in programa de invatamant

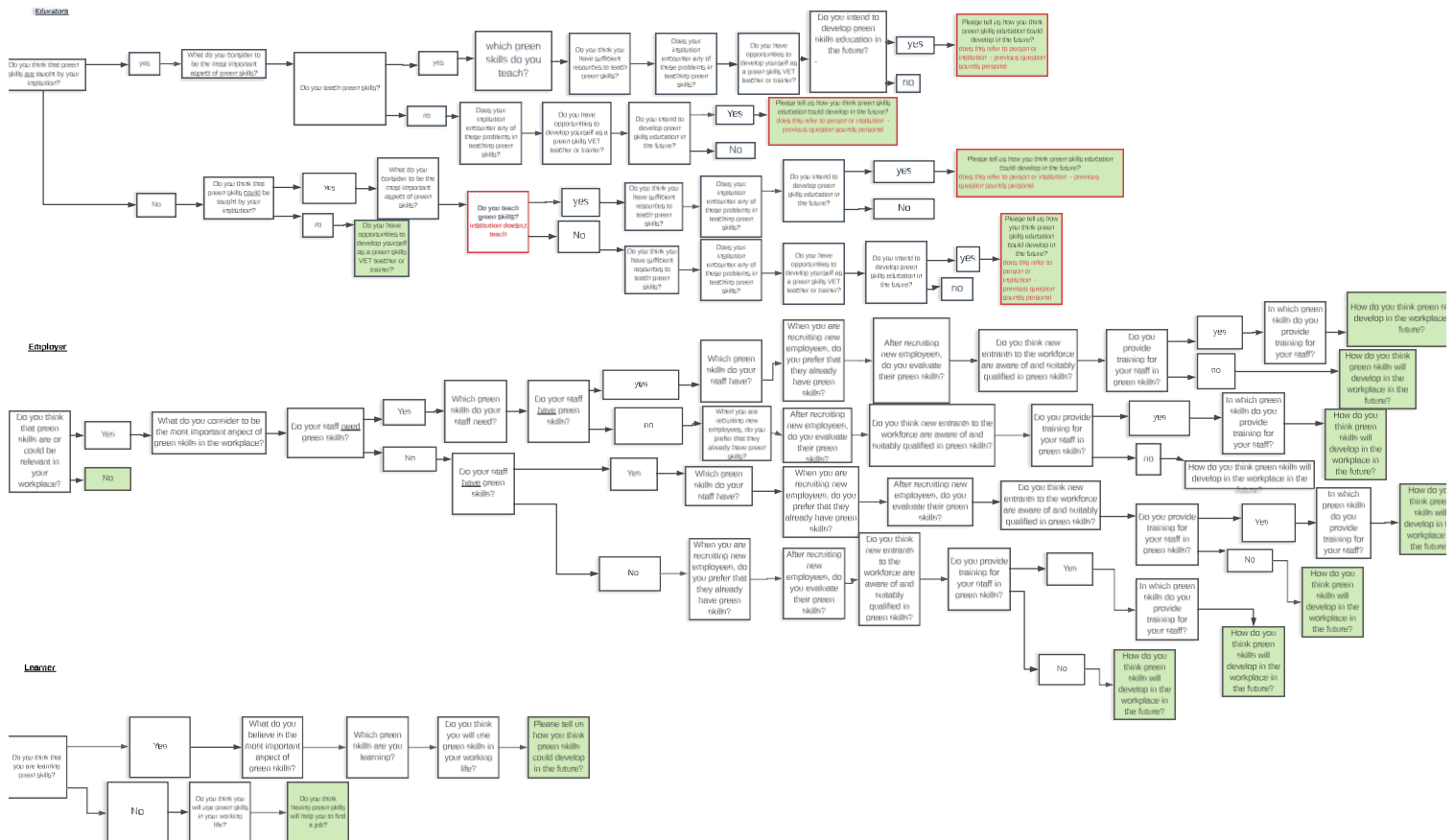


- RO initerea in ecologie inca din copilarie
- RO sa se puna in programa scolara 1 ora pentru protectia mediului
- RO firmele din domeniul electric sa formeze personalul in competente verzi
- RO printr-o serioasa implicare a scolilor, factorilor de decizie si a firmelor
- RO mai mult timp alocat invatarii competentelor verzi
- RO Constientizarea populatiei privind protectia mediului
- TR Gelecekte çok önemli olacak ve hayatımızı etkileyecek
- TR Önemi iyice artacak ve yaşam şeklimizi etkileyecek
- TR Hayatımızın her alanında aktif çevresel farkındalığı benimseyeceğiz.
- TR Çevresel farkındalığa sahip bilinçli insan sayısının artması yeterince gelişim sağlayacaktır.
- TR Gelecekte çok önemli bir yere sahip olup insanları bu konuda bilinçli hale getirecektir
- TR Hayati önem taşıyacak, her bir birey yaşam alanlarımız için önemseyecek ve böylece hayatımızın her alanında uygulayacağız.
- TR İzmit Mesleki ve Teknik Anadolu Lisesi
- TR Gelecekte de farklı olacağını düşünüyorum, insanlar yeterince duyarlı değil.
- TR Ormanlık alanların artması, çöplerin geri dönüşüme kazanıldığı yerlerin artması, alternatif ve zararsız enerji kaynaklarının kullanımının artması gibi gelişimler olacaktır.
- TR Çevre dostu teknolojik gelişmeler sayesinde çok önemli ve dünyamıza yararlı olacaktır
- TR Hayatımızın her noktasında önemi artacak ve sorumlu bireyler olarak yeşil dostu toplumlar meydana getireceğiz.
- TR İnsanlar için çok önemli olacaktır
- TR Yeşil alanların artması, yenilenebilir enerji kullanılması, çevreye zararlı herşeyin azaltılması ve insanları bilinçli hale getirerek geliştirilebilir.
- TR Çevreye zarar vermeyi azaltıp, yeşil alanları artırıp, ekosistemi koruyarak geliştirebiliriz
- TR Tasarruf etmek, ekosistem döngüsünü korumak, insanların sorumluluk alması ile gelişir
- TR Çevresel farkındalığın insanlara aşılması ile gelişecektir
- TR İnsanların çevresel farkındalığa duyarlı hale gelmesi ile gelişir
- TR Çevresel farkındalığın yaygınlaşması gelişmesine yardımcı olacaktır
- TR Farkındalığı artırıp, teknolojiyi olumlu kullanıp bu yönde teknolojiler üreterek
- TR Enerji tasarrufu sağlayıp, ekosistemi koruyup, bilinçli toplumu oluşturup, çevreye hayvanlara ve doğaya duyarlı olarak, teknolojik kaynaklar sağlayarak geliştirebiliriz
- TR Gelecekte çok önemli olacağı için şimdiden bu farkındalığa toplumları ulaştırmayı sağlayarak geliştirilebilir
- TR Kaynakları tasarruflu kullanarak(su, yiyecek, enerji vb), atıkları geri dönüşüme kazandırarak, ekosistem döngüsüne zarar veren durumları ortadan kaldırarak geliştirilebilir
- TR Geleceğimiz için çok önemli ve gelişmesi için insanlara bu alanda daha çok eğitim verilmeli
- TR Çevresel farkındalığın insanlar üzerinde yaygınlaşması ile
- TR Çevresel farkındalığın artması insanların bu yeterlilikler üzerinde ki çalışmalarını etkileyip geliştirmesi ile
- TR İnsanların doğaya karşı daha duyarlı olmaları gerekmektedir, bu durum gelişim başlangıcı olacaktır
- TR Geliştirmek için insanları eğitmek şarttır, bu sayede zaten insanlar gelecekteki hayat şartları için bununla uğraşacaktır
- TR Önemi artar





## Appendix: Questionnaire Flow Chart





Erasmus+

