

KOMPETENCES PLANĒTAI

Kompetences tika izstrādātas starptautiskā
projekta "Eco-Active for Planet" ietvaros



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Priekšvārds par ekoloģiskajām kompetencēm

Nākamajās lappusēs skatiet ekoloģisko kompetenču aprakstu, ko izstrādājušas organizācijas, kas piedalās projektā "Eco-Active For The Planet". Strādājot internacionālā komandā, mums bija iespēja sagatavot kompetenču kopumu saistībā ar kultūras un sociālekonomiskajām atšķirībām un to ietekmi uz ekoloģisko kompetenču attīstību Eiropas valstīs. Šie faktori ir arī būtiski, strādājot ar grupām, lai attīstītu to ekoloģiskās kompetences.

Kā varēsiet redzēt nākamajās lappusēs, kompetences ir sakārtotas vizuāli vēdekļa formā. Atkarībā no attīstības pakāpes kompetences ir sagrupētas divos līmeņos:

Pamata līmenis – cilvēkiem, kuri vēlas savā ikdienā veikt ekoloģiski labvēlīgākas izvēles. Mēs uzskatām, ka sistēmiskas pārmaiņas sākas mājās.

Pasniedzēja līmenis – cilvēkiem, kuri vēlas mainīt sabiedrības attieksmi un popularizēt ekoloģiskās vērtības. Tas ir arī kompetences līmenis aktīvistiem un profesionāļiem, kas strādā ar grupām sistēmiskā līmenī.

Kompetences katrā līmenī ir iedalītas trīs jomās: zināšanas, prasmes un attieksme, kā arī pēc ietekmes apmēra:



Kompetences individuāliem/ikdienas risinājumiem



Kompetences sadarbībai kopienā



Kompetences darbam ar noteikumiem, likumiem un politikām

Pēc tam visas kompetences tiek iedalītas pēc veida un kategorijas (piemēram, zināšanas, kas nepieciešamas, lai veidotu sadarbību kopienā, vai prasmes, kas vajadzīgas, lai strādātu ar noteikumiem, likumiem un politikām). Ir sniegti arī piemēri par katru kompetenču kopu.

Visu ekoloģisko kompetenču pamatā ir vērtības. Attiecīgās vērtības ir pievienotas katras kompetenču kopas augšdaļā.



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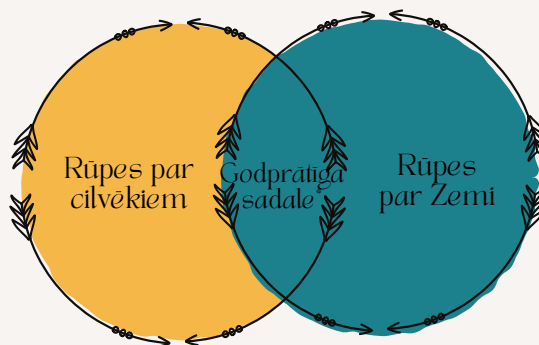


Ekoloģisko kompetenču galvenās ētiskās vērtības planētas veselībai

Pilsoniskā aktivitāte taisnīgai pārejai uz planētas veselības nodrošināšanu sākas ar ētiskām izvēlēm visās mūsu dzīves jomās. Lai gan mūsu ekokompetenču ietvaros iedzīvotāji tiek mudināti uzlabot savas zināšanas, prasmes un attieksmi, pasniedzējiem neizbēgami ir jābūt tiem, kam ir labāka izpratne par sociālo, ekonomisko un vides problēmu savstarpējās saistības sarežģītību.

Pasniedzēji ir arī tie, kas rāda piemēru, kā padarīt pasauli labāku.

Šeit izklāstītās kompetences ir saistītas ar trīs elementārām ētiskām vērtībām, kas ir iezīmētas permakultūras principos, taču ir atrodamas garīgo un filozofisko tradīciju izpausmēs visā pasaulē.



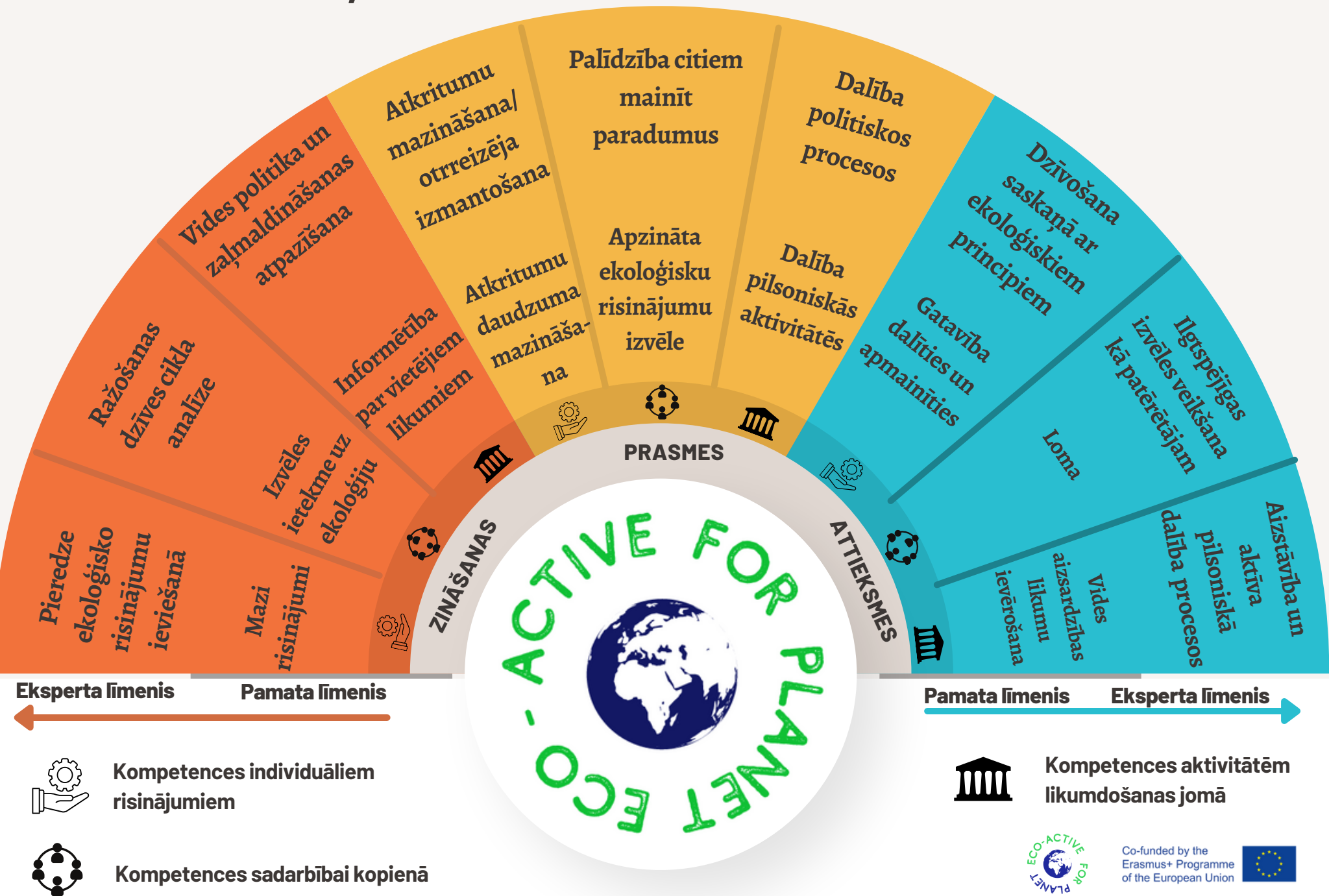
*Godprātīga sadale - samazināt patēriņu un pārdalīt resursus vienlīdzīgi



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EKOLOĢISKĀS KOMPETENCES PLANĒTAS VESELĪBAI



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ZINĀŠANAS

IKVIENS IEDZĪVOTĀJS

INFORMĒTĪBA PAR
VIETĒJIEM LIKUMIEM

IZVĒLES IETEKME UZ
EKOLOĢIJU

MAZI RISINĀJUMI



PASNIEDZĒJS

PIEREDZE EKOLOĢISKO
RISINĀJUMU IEVIEŠANĀ

RAŽOŠANAS DZĪVES
CIKLA ANALĪZE

VIDES POLITIKA UN
ZAĻMALDINĀŠANAS
ATPAZĪŠANA

ZINĀŠANAS PAR INDIVIDUĀLIEM RISINĀJUMIEM



GALVENĀS VĒRTĪBĀS: ILGTSPĒJĪBA, PAŠIZPRATNE, RADOŠUMS

Mazi risinājumi

Zināšanas par ikdienišķiem “maziem” risinājumiem, lai radītu apkārtējai videi draudzīgāku dzīvesveidu

Pamata līmenis

Eksperta līmenis

Pieredze ekoloģisko risinājumu ieviešanā

Definīcija

Knowledge based on scientific findings on eco-friendly solutions that can be implemented by individuals and on micro and macro level

Piemēri

- Zināšanas par nelielām aktivitātēm vai pārmaiņām, ko varat ieviest savā mājāsaimniecībā, piemēram, lietot mazāk plastmasas vai nelietot to vispār, lietot uzturā sezonālu bioloģisko pārtiku no vietējiem ražotājiem, ieviest dažus bezatkritumu dzīvesveida principus.
- Knowledge about conscious consumption of food with regard of its impact on health and environment.

- Following current scientific findings on how lifestyle changes can mitigate adverse impacts to the environment and what alternatives to usual behavior are the most effective ones.
- Running trainings or workshops on how to develop eco-habits at home and in your everyday life, sharing your tips and experience.
- Understanding the economical background of energy distribution on micro and macro level. Understanding its consequences on the environment and economy.
- Knowledge of sustainable and ecological food production. Understanding what kind of everyday choices can be made, aimed at more eco-friendly solutions (e.g. favoring local produced foods).
- Promoting a healthy diet (meat, sugar and fat are risks in every level). Understanding that healthy diet reduces the environmental footprint of food consumption globally.



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KNOWLEDGE OF INTERDEPENDENCIES WITHIN COMMUNITIES



KEY VALUES: RESPONSIBILITY, INTEGRITY, INCLUSIVENESS

Ecological effects of choices

basic level

trainer level

Production lifecycle analysis

Understanding of ecological effects of peoples' everyday activity

Definition

Understanding of local and global, positive and negative ecological effects of peoples' activity

Examples

- Understanding the principles of environmental footprint and how it is formed by actions in everyday life. Being able to calculate one's own footprint and act towards limiting it.
- Making environmentally friendly choices in everyday consumption. Recognizing eco labels.
- Being aware of how everyday actions influence environment in both positive and negative ways. Knowing what lifestyle changes can mitigate adverse impacts to the environment and what alternatives to usual behavior are most effective.
- Understanding the circular economy principles, especially "prevention of waste part of the cycle". Focusing on the potential of production/purchase of products or services with the best possibilities for re-use and recycling. Thinking about re-use as the tool for community support.

- Make the social and ecological interdependencies visible and be better able to take into account biological diversity and ecosystems in sustainable development.
- Staying up-to-date with scientific data and current experts debate on how people's activity influences the environment both positively and negatively.
- Understanding the product lifecycle - manufacturing, transport, re-use. Knowledge about so-called green materials and being able to make informed choices.



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KNOWLEDGE OF RULES, REGULATIONS, AND POLICIES



KEY VALUES: PARTICIPATION, SOLIDARITY, SUSTAINABILITY

Local regulations awareness

basic level

trainer level

Environmental policies and greenwashing recognition

Knowledge of ecological problems and regulations on local level

Knowledge of ecological problems and regulations on international level

Definition

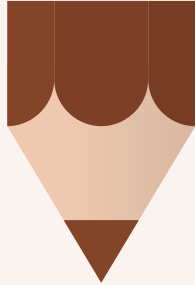
Examples

- Knowledge of local debates with an environmental angle such as waste, water, energy policies.
- Following local and national media and authority announcements, discussing with neighbours.
- Following (and preferably participating in) local “ecoactive” initiatives in the neighborhood.

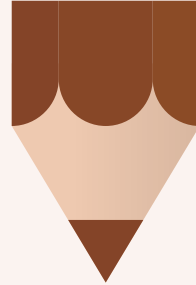
- Following general political debates and key events (important elections/votes/summits) and understanding decision-making processes and actors
- Following political debates and legislative developments regarding environmental policies, but also farming, practices and land-use, energy policies, waste reduction policies, transport and trade policies, etc., by reading articles, listening to experts, always being open to learn more.
- Demanding reasoning and proof of product’s ecological value. When in doubt, in many countries (e.g. in Finland) one can always contact Consumer Agency for reliable information.
- Recognizing signs of greenwashing (and other ecologically dishonest practices) and sharing the information for example by volunteer work, influencing, climate coaching.

SKILLS

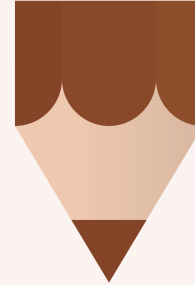
TRAINER



WASTE
REDUCTION/
UPCYCLING

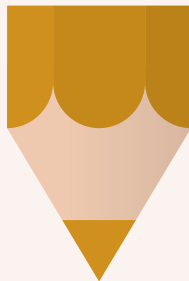


HELPING OTHERS
MODIFY HABITS

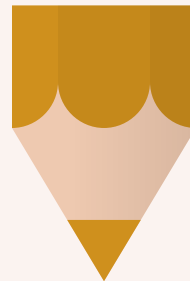


PARTICIPATION IN
POLITICAL
PROCESSES

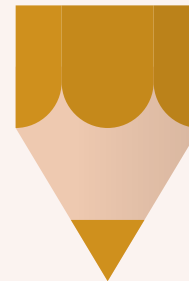
BASIC



MINIMIZING WASTE
PRODUCTION



CONSCIOUS
ECOLOGICAL
CHOICES



PARTICIPATION IN
CIVIC PROCESSES



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SKILLS FOR INDIVIDUAL SOLUTIONS



KEY VALUES: CONSIDERATION, SELF-AWARENESS, CREATIVITY

Produce less waste

basic level

trainer level

Waste reduction/ upcycling

Be able to produce less waste and to recycle

Definition

Understanding the product lifecycle, being able to reduce consumption.

Examples

- Understanding the importance of waste segregation. Being able to identify common recycling marks and properly segregate waste.
- Reducing consumption by using more environmentally friendly products and services. Avoiding wasting by using optimal amount of materials, food etc. More value with less stakes.
- Being able to plan adequate quantity and quality of food for routine everyday cooking, including decisions on regional/global products, community/tax based production, environment and climate impacts of food production, etc.

- Understanding the product lifecycle - manufacturing, transport, re-use. Recognizing the so-called "green" materials and being able to make informed choices.



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SKILLS FOR INTERDEPENDENCIES WITHIN COMMUNITIES



KEY VALUES: INCLUSIVENESS, COLLABORATION, CARE

Conscious ecological choices

basic level

trainer level

Helping others change habits

Being able to think critically and make eco-friendly decisions in everyday life

Definition

Raising awareness and educating local community on eco-lifestyle

Examples

- Being able to choose better possibilities with lower adverse impacts on environment, which are simultaneously best ones when assessing "costs" for the standard life and benefits for the environment.
- Understanding how marketing is often creating overly positive picture of their business and activities. One should recognize official, reliable ecolabels and be able to differentiate between real and not real environmentally friendly products.

- Being able to plan and run adequate educational path for particular target group aiming on developing particular elements of eco-lifestyle.
- Actively promoting a mindset that disregards materialism.



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SKILLS FOR RULES, REGULATIONS, AND POLICIES



KEY VALUES: AWARENESS, RESPECT, ACTION

Participation in civic processes

basic level

trainer level

Participation in political processes

Participation in socio-political processes related to ecology in the neighborhood

Definition

Participation in socio-political processes related to ecology on local and regional level

Examples

- Taking part in local democratic processes (voting during elections, civic budget votes, etc.)
- Researching candidates based on the environmental impact of their programme. Making informed choices.

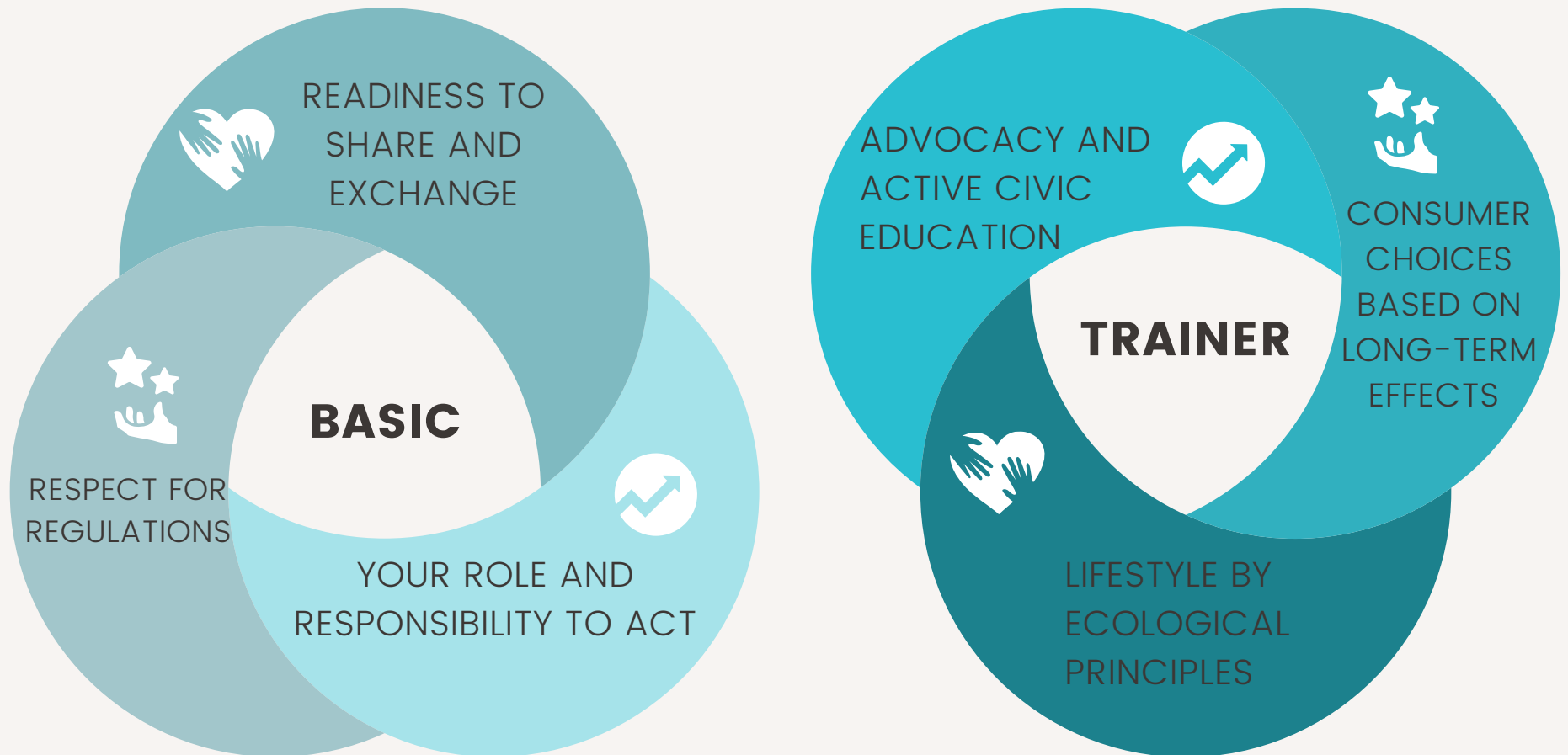
- Joining or organizing campaigns to change local or regional policies.
- Contacting decision-makers, being vocal and active on social media and in the community.
- Practicing civic disobedience when needed.



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ATTITUDES



ATTITUDE FOR INDIVIDUAL SOLUTIONS



KEY VALUES: LOVE OF NATURE, SUSTAINABILITY, CREATIVITY

Readiness to share and exchange

basic level

trainer level

Lifestyle by ecological principles

Being able to live according to some principles of eco-lifestyle

Definition

Being able to live eco-lifestyle

Examples

- Spending leisure time in nature with others to show them the alternative and attractive lifestyle. Involving children in such activities helps them understand that wealth does not consist of things, but relations both in family and community.
- Adopting sharing and exchanging as one of the main principles of community life.
- Mitigating one's impact on the environment by limiting the use of products and services.

- Spending as much time as reasonably possible in nature during work time - preferring field workshops, excursions, and other activities to presentations of nature principles in buildings, especially in towns.
- Conduct with consideration of the environment as an imperative in all behaviors and decisions.
- Understanding nature's (eco)systems and ecological principles.



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ATTITUDE FOR INTERDEPENDENCIES WITHIN COMMUNITIES



KEY VALUES: RESPONSIBILITY, MOTIVATION, COLLABORATION

Your role and responsibility to act

basic level

trainer level

Consumer choices based on long-term effects

Definition

Being aware of your own impact on environment and try to actively reduce it

Being aware of long-term effects social decisions and being able to propose the changes in policies to reduce the impact on the planet

Examples

- Keeping in mind the bigger picture of environmental and climate emergency and its impact on people everywhere, and acknowledging one's own role and responsibility to act.
- Understanding that even something as small as buying a cheap pair of jeans has a much bigger environmental impact than one would suspect.
- Adopting a minimalism way of thinking. Thinking more about the importance of direction than the speed when making decisions.
- Reducing consumption by using more environmentally-friendly products and services. Avoiding and reducing waste by using optimal amount of materials, food, etc. More value with less stakes.

- Using the big picture to focus on long-term goals: what are the changes that need to happen to reverse the current trends? When politicians focus on small measures happening now, keep in mind which more important and long-term measures are also required to address this unprecedented challenge.
- Depending consumer choices on their long-term effects for the environment.
- Understanding the importance of the long term impact of one's role as a trainer or activist. Power and responsibility go hand in hand.
- Planning and running educational activities concerning people's wellbeing and eco-friendly solutions. Valuing human relations instead of money relation.



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ATTITUDES FOR RULES, REGULATIONS, AND POLICIES



KEY VALUES: NEED FOR SOCIAL JUSTICE, CONSIDERATION, TRUST

Respect for environmental regulations

basic level

trainer level

Advocacy and active civic education

Respect for environmental regulations

Definition

Active participation in law-making process

Examples

- Respecting rules already in place and encouraging others to do so as well.
- Voting for policies and candidates that act in favor of the environment.

- Taking part in assemblies and consultation processes organised locally, nationally, or even at international levels.
- Making one's voice heard - individually or through a group.



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How to *assess and diagnose* ecological competencies

These are leading questions based on competences shown before. You can use them as an auto-diagnostic tool for assessing the level of your own eco-competences. You can treat them as signposts or a checklist that can help you identify the areas where you have strong competences as well as weaker points that still need developing.

These questions can also be treated as a basis for a pre-test to be filled by the participants of your training, workshops or other educational activities. If a pre-test cannot be conducted, you can find some examples of diagnostic activities that can also serve as warm-ups for workshop groups and help trainers assess the level of eco-competences "on site".



Ekoloģisko kompetenču pašvērtējums

INDIVIDUĀLIE RISINĀJUMI

Cik lielā mērā esat informēts par videi draudzīgiem risinājumiem, ko indivīdi var ieviest ikdienas dzīvē? Vai jūsu zināšanas ir balstītas uz zinātni?

Kā jūs mazināt radīto atkritumu daudzumu? Vai jūs spētu ieviest bezatkritumu dzīvesveida 5 principus: atteikties, samazināt, izmantot atkārtoti, šķirot, kompostēt?

Do you include nature and ecology in your everyday activities? Is ecology a priority to you?

SADARBĪBA KOPIENĀS

Can you recognize the impact of individuals on local and global environment? What kind of interdependencies do you recognize?

Do you constantly develop habits that are more ecological? Do you help others in adapting to a more ecological lifestyle?

When making everyday choices, do you take into account their long-term consequences for the ecology and environment? Do you actively promote eco-friendly choices?

NOTEIKUMI, LIKUMI, POLITIKA

Are you aware of ecological regulations and policies that affect people both on local and national levels? Do you understand the purpose of these regulations?

Do you take part in campaigns aimed at implementing more ecological policies and regulations? Are these campaigns local or have a broader impact?

Do you obey and respect ecological rules and policies? Do you take part in ecological law-making process?



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