

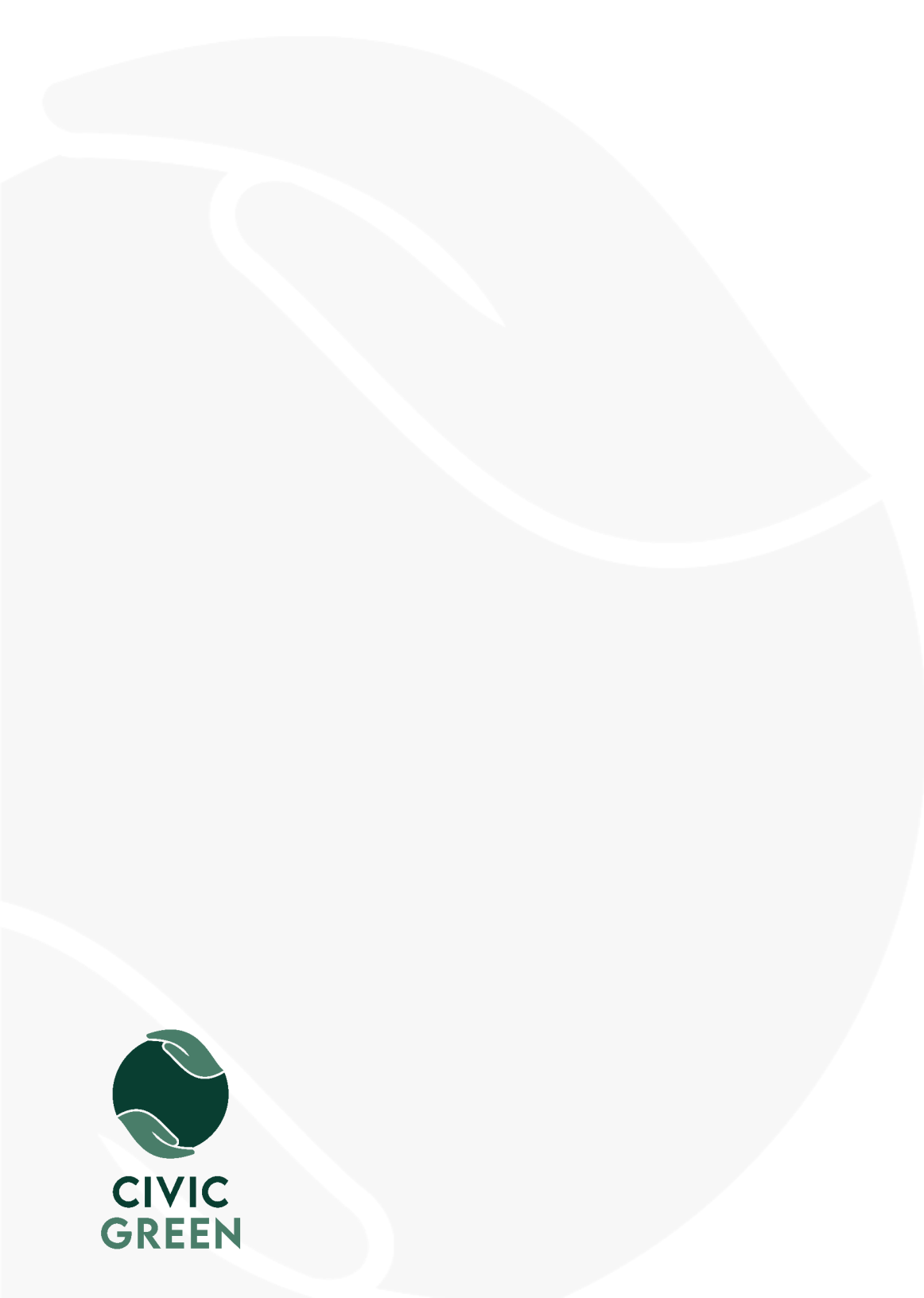


**CIVIC
GREEN**



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COMPETENCE FRAMEWORK



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A large, light green, stylized leaf graphic is positioned on the left side of the page, partially overlapping the title. The leaf has a thick white outline and a lighter green fill, with a central vein and several smaller veins branching out.

Fostering civic engagement for green track

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For more information: <https://civicgreen.erasmus.site>



ACT NOW
or
SWIM
Later

PARENTS FOR CLIMATE ACTION
BONNEN

30
ZONE

P

Index

*Climate change is happening,
humans are causing it, and I think
this is perhaps the most serious
environmental issue facing us.*

Bill Nye

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Foreword

Environmental issues are framing all debates in Europe. Green deal targets will not be achievable without the pressure of strong public opinion, which will then compel real changes by national, regional and local institutions all over Europe. But even public opinion is divided: on one hand, groups of citizens demand environmental activism, and on the other hand groups of citizens are sceptical about environmental degradation. This urge for dialogue among European citizens that can be achieved through civic engagement. Civic engagement means “working to have influence in one’s civic life and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in society, through both political and non-political processes.”. Following this concept, the CivicGreen project promotes active citizenship and improves the knowledge of European citizens and other public institutions on environmental issues, while improving conditions for civic and democratic participation. CivicGreen is fundamentally about civic democracy to address the current planet crisis and to contribute to the promotion of healthy and sustainable communities for all.



The CivicGreen competence framework

Aim

This competence framework is the first result of a strategic partnership for the adult education project entitled CivicGreen – Fostering civic engagement for green track. Funded by the Erasmus+ programme, this project focuses on addressing the lack of civic engagement education targeting adult education to boost individuals' action on climate change and environmental protection, through an innovative approach that places the responsibility on citizens by providing them with knowledge, methodologies and tools to act on climate change. The main goal of the CivicGreen competence framework is to define and describe the knowledge, skills and attitudes needed to active civic participation and engagement. It consists in a reference document that can be adapted, by professionals working in adult education, local and civil society associations,



and NGOs, to both formal and informal learning settings. The purpose is to provide these professionals with a blueprint of the core civic engagement skills needed for active citizenship on climate change and environmental issues while seeking to improve conditions for civic and democratic participation.

Methodology

To support professionals identifying citizens learning needs, devise didactic activities and pedagogical strategies, as well as assessed the levels of commitments of citizens, regarding climate change and environmental action, this competence framework includes:

Proficiency levels

Consisting of three proficiency levels – Intermediate, Advanced and Expert – describing the stages of individuals commitment towards climate action and environmental action.

EQF level

Referring the European Qualification Framework level for each of the defined proficiency levels.

To define the proficiency level of the CivicGreen Competence Framework, it was used as a reference the EntreComp – The European Entrepreneurship Competence Framework progression model.

This model offers similarity to what it is intended from citizens regarding climate change and environmental issues: to act individually or collectively. CivicGreen intends to mobilise citizens to act regarding the pressure issues affecting the planet, and in this sense, it is expected that they also acquire, develop, and/or improve their entrepreneurship competences, much those related to working actively towards a common future.

The EntreComp Progression Model consists of four main levels, with each level split into two sub-levels, as illustrated in table 1

Foundation		Intermediate		Advanced		Expert	
Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
Under direct supervision	With reduce support from others, some autonomy and together with peers	On my own and together with my peers	Taking and sharing some responsibilities	With some guidance and together with others	Taking responsibility for making decisions and working with others	Taking responsibility for contributing to complex developments in a specific field	Contributing substantially to the development of a specific field
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Level 1 focuses on discovering your qualities, potential, interests and wishes. It also focus on recognising different types of problems needs that can be solved creatively, and on developing individuals' skills and attitudes	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes	Level 3 focuses on critical thinking and experimenting with creation value, for instance through practical entrepreneurial experiences	Level 4 focuses on turning ideas into action in real life and on taking responsibility for this	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship	Level 6 focuses on working with others, using the knowledge you have to generate values, dealing with increasingly complex challenges	Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high	Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done

Table 1 – EntreComp Progression model

Having in mind that the CivicGreen is an adult education project and with the aim to correspond the proficiency level to the diverse levels of the European Qualification Framework (EQF), the proficiency levels of this competence framework are established to be three, as described in table 2.

Level 1	Intermediate
<i>Taking and sharing some responsibility</i>	
Level 2	Advanced
<i>Taking full responsibility</i>	
Level 3	Expert
<i>Driving transformation</i>	

Table 2 – Level of proficiency of the CivicGreen Competence Modell

Considering that,

Civic engagement means “working to have influence in one’s civic life and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in society, through both political and non-political processes.”

The CivicGreen project promotes active citizenship and improves the knowledge of European citizens and other public institutions on environmental issues, while improving conditions for civic and democratic participation

CivicGreen is fundamentally about civic democracy to address the current planet crisis and to contribute to the promotion of healthy and sustainable communities for all

A CivicGreen citizen, or adult learner, at:

Level 1 is starting to take and share some responsibilities regarding climate engagement and to take action to address climate change and environmental issues through participation in a range of activities.

Level 2 is focused on be a part of the change, reflects about own action and its effects on the planet, takes full responsibility.

to change behaviours to the safe of the future of the planet and is able to provide solutions that can drive change while encouraging others to get more involved.

Level 3 is fully contributing to build a sustainable future for the planet, generating value with no harm to the planet and benefitting different communities. Conceptualises, designs, and implements the change needed (through specific actions and involving different parties) to reduce the effects of climate change and other environmental hazards.

The CivicGreen Competence framework is developed in accordance with the EQF, an 8-level learning outcomes-based translation tool that helps to improve transparency, comparability and portability qualifications and makes it possible to compare qualifications from different European countries. The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and is able to do.

The EQF applies to all types of education, training, and qualifications, from school education to academic, vocational, and adult education. This approach shifts the focus from the traditional system which emphasises “learning inputs”, such as the length of a learning experience or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning. In the frame of EQF, learning outcomes are described in terms of:

- knowledge (i.e., theoretical and/or factual learning domain),
- skills (i.e., cognitive, and practical learning domain) what a person needs to know),
- and responsibility and autonomy (i.e., attitudes to effective learning).

The table below summarises eight levels descriptors of EQF.

levels	knowledge	skills	responsibility and autonomy
1	basic general knowledge	basic skills required to carry out simple tasks	performance under direct supervision
2	basic factual knowledge	basic cognitive and practical skills required to use simple rules and tools	performance under supervision with some autonomy
3	knowledge of facts, principles, processes, and general concepts	a range of cognitive and practical skills required to use basic methods, tools, materials and information	take responsibility for completion of tasks, adapting behaviour to circumstances
4	factual and theoretical knowledge	a range of cognitive and practical skills required to generate solutions to specific problems	exercise self-management
5	comprehensive, specialised, factual and theoretical knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision; review and develop performance of self and others
6	advanced knowledge involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems	manage complex activities or projects; take responsibility for managing professional development of others
7	highly specialised knowledge; critical awareness of knowledge	specialised problem-solving skills required to develop new knowledge and procedures	manage and transform contexts that are complex and unpredictable
8	knowledge at the most advanced	the most advanced and specialised skills and techniques	demonstrate substantial authority, innovation, autonomy and scholarly

Table 3 – EQF level descriptors

Taking into consideration the proficiency level defined, the following EQF levels will guide the definition of the learning outcomes of the CivicGreen Competence framework.

Level 1 Intermediate	<i>Taking and sharing some responsibility</i>	EQF level 4
Citizens know factual and theoretical knowledge regarding climate change, environmental hazards, and sustainability; and have a range of cognitive and practical skills required to generate solutions to specific problems; they can exercise self-management		
Level 2 Advanced	<i>Taking responsibility</i>	EQF level 5
Citizens have comprehensive, specialised, factual and theoretical knowledge regarding climate change, environmental hazards, and sustainability; and have a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems		
Level 3 Expert	<i>Driving transformation</i>	EQF level 6
Citizens have advanced knowledge involving a critical understanding of theories and principles regarding climate change, environmental hazards, and sustainability; and have advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems; and can manage complex activities or projects; take responsibility for managing professional development of others		

Table 4 – EQF level of the CivicGreen Competence Model per proficiency level

To comply with the stated objective of aligning both civic engagement skills and green competences the CivicGreen Competence Framework will refer to the four competences areas describing 12 sustainability competences. The “GreenComp: The European sustainability competence framework” is designed to foster a sustainability mindset to think, plan, and act with empathy, responsibility, and care for the planet. A committed and engaged citizens needs to acquire, develop, or improve sustainability as key competence to be in a position of contributing to a more sustainable future. To easy the reading, we have transcript the GreenComp framework in the next table.

Area	Competence	Descriptor
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space, and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social, and cultural backgrounds influence thinking and conclusions.
	2.3. Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envision sustainability futures	3.1. Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2. Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk
	3.4. Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Action for sustainability	4.1. Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2. Collective action	To act for change in collaboration with others.
	4.3. Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Table 5 – GreenComp: The European sustainability competence framework





The CivicGreen competence areas

The CivicGreen Competence framework offers a common basis for the development of the CivicGreen MOOC, aiming at enhancing citizens citizen engagement in environmental action, as well to support adult educators in teaching on this subject areas.

It provides a reference of eight key-areas of competence, in line with GreenComp. Each one of the eight key-areas of competence, includes:

- a descriptor, explaining the scope and aim of each competence area,
- the respective learning outcomes for each of the three levels of proficiency defined (intermediate, advanced, and expert),
- a reference to the most relevant areas and related competences of the GreenComp that can be acquire, develop, or improved after a learning process.

To draft the Competence framework, an extended needs analysis was carried out in all eight participating countries through a public consultation with the Local Expert Groups, aiming to take into consideration their concerns, critical reflection and insights on how to structure, define and describe such competence area.

1

**Civic action and
commitment**

2

**Democratic
engagement**

3

**Civic
infrastructures**

4

**Advocacy for
change**

5

**Social Capital &
social cohesion**

6

**Place-making and
community
development**

7

Citizens lobbying

8

**Grassroots
activism**



CIVIC ACTION & COMMITMENT

Civic action and commitment entail active participation and dedication by individuals to drive positive change and make a difference in society. It encompasses a wide range of activities, including community involvement, advocacy, volunteering, and taking on leadership roles to address social, environmental, and political challenges. Civic action involves individuals recognising their responsibility as citizens and actively working towards creating a better future for themselves and their communities.

Citizens with civic action and commitment competence will possess a deep understanding of social, environmental, and political issues. They will have effective communication, collaboration, and problem-solving skills, allowing them to mobilize resources and engage in collective action. They will demonstrate empathy, inclusivity, and resilience, prioritizing the well-being of their communities and advocating for social justice and sustainability. With their knowledge, skills, and attitudes, these individuals will actively contribute to positive change, working towards a more equitable and sustainable future.

Knowledge

Skills

Attitudes

Define civic action and civic commitment

Illustrate different types of civic action focusing on the awareness of their impact

Demonstrate commitment to democratic values and principles and engages in civic actions

GreenComp related areas, competences and descriptors

Collective action: to act for change in collaboration with others

Individual initiative: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet

Clarify the correlation between civic action and commitment towards climate change

Motivate civic society to ensure commitment for climate change by acting with democratic values

Reflect about achieving carbon neutrality through ethical and responsible civic action

GreenComp related areas, competences and descriptors

Promoting nature: to acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems

Collective action: to act for change in collaboration with others

Outline the concept of building relationships and networks for civic action on sustainable lifestyle

Evaluate the utility of different civic actions for assuring community cohesion and commitment towards sustainability

Examine the impact of civic engagement on improving conditions for democratic participation in climate change and environmental decision-making processes

GreenComp related areas, competences and descriptors

Promoting nature: to reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values

Political agency: to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability



DEMOCRATIC ENGAGEMENT

Democratic engagement involves citizens actively participating in democratic processes, such as voting and engaging in community initiatives, to contribute to the well-being of society. It requires individuals to possess effective communication and critical thinking skills, as well as a sense of civic responsibility and respect for diversity. Through their engagement, they work towards promoting a just and inclusive democratic society.

Citizens with democratic engagement competence will possess knowledge of democratic principles, institutions, and values. They will have effective communication, critical thinking, and research skills. They will exhibit a sense of civic responsibility, respect for diversity, and openness to different perspectives. They will actively engage in democratic processes, such as voting and participating in community initiatives. They will contribute to policy-making and advocate for the common good. Overall, they will play an essential role in promoting a just and democratic society

Knowledge

Skills

Attitudes

Define democratic engagement

Engage with democratic institutions dedicated to address climate change and environmental issues

Demonstrate the ability to participate in democratic debates and negotiation for influencing policies on climate change and environmental issues

GreenComp related areas, competences and descriptors

Political agency: to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability

Collective action: to act for change in collaboration with others

Describe the structure and functions of democratic institutions for promoting sustainability

Mobilise democratic institutions for addressing environmental challenges and promoting sustainable policies

Engage with democratic institutions for advocating sustainability and environmentally-friendly policies

GreenComp related areas, competences and descriptors

Systems thinking: to approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems

Collective action: to act for change in collaboration with others

Outline the strengths and limitations of different democratic institutions in promoting sustainable consumption

Execute impactful democratic engagement campaigns to effectively mobilise individuals and communities towards sustainable development

Assess the role of various democratic institutions in fostering active participation and advancing sustainable agendas

GreenComp related areas, competences and descriptors

Adaptability: to manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk

Political agency: to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability



CIVIC INFRASTRUCTURES

Civic infrastructures are physical and organisational systems that support the functioning of a community or society. They include public spaces, transportation networks, healthcare facilities, educational institutions, and government agencies. These infrastructures play a vital role in promoting social cohesion, providing essential services, and facilitating civic engagement and participation.

Citizens with civic Infrastructure competence will exhibit a deep understanding of the importance of well-designed and accessible physical and organisational systems in their communities. They will actively engage in identifying and addressing infrastructure needs, collaborating with stakeholders for effective development and maintenance. These citizens will demonstrate a sense of responsibility, innovation, and sustainability, working towards creating resilient, inclusive, and thriving civic environments.

Knowledge

Skills

Attitudes

Identify the benefits of civic infrastructures in Europe

Analyse different types of civic infrastructures and their impact on sustainable development

Mobilise for getting funding for creation and improvement of civic infrastructures

GreenComp related areas, competences and descriptors

Systems thinking: to approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems

Political agency: to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability

Describe best practices for the design and implementation of civic infrastructures

Explore for better possibilities for improving civic infrastructures in a community

Discuss civic infrastructures strategies to ensure sustainability and environmental protection

GreenComp related areas, competences and descriptors

Critical thinking: to assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions

Adaptability: to manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk

Identify models for civic infrastructures in Europe, including the roles of government, private sector, and civil society

Interact with government, private sector, and civil society about financing and funding models for civic infrastructure projects in Europe

Monitor the implementation of civic infrastructure projects, and provide suggestions with a focus on ensuring carbon neutrality

GreenComp related areas, competences and descriptors

Futures literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future

Political agency: to navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability



ADVOCACY FOR CHANGE

Advocacy for change involves actively promoting and pursuing meaningful transformations in society. It entails raising awareness, influencing policies, and mobilising support to address pressing issues and drive positive impact. Through strategic communication, collaboration and engagement, advocates work towards achieving social, environmental, and political change.

Citizens with advocacy for change competences will demonstrate a strong passion for social justice and equality. They will possess excellent communication skills, allowing them to effectively articulate their message and engage with diverse stakeholders. These individuals will be proactive, resilient, and determined, consistently working towards creating positive societal transformations through advocacy and activism.

Knowledge

Skills

Attitudes

Describe the concept of advocacy for change

Assess the benefits of advocating for change

Collaborate with others for using effective advocacy for change strategies

GreenComp related areas, competences and descriptors

Collective action: act for change in collaboration with others

Systems thinking: to approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems

Recall strategies, campaigns, and movements related to advocacy for change

Present the benefits of advocacy for change in promoting climate change awareness

Collaborate with stakeholders, building coalitions, and using effective advocacy

GreenComp related areas, competences and descriptors

Adaptability: to manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk

Exploratory thinking: to adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

Recite issues about climate change issues in Europe that require advocacy for change

Analyse solutions for climate change issues and advocate change

Negotiate with government authorities and discuss improvements with stakeholders using advocacy for change

GreenComp related areas, competences and descriptors

Futures literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future

Collective action: to act for change in collaboration with others



SOCIAL CAPITAL & SOCIAL COHESION

The concepts of social capital and social cohesion are often used interchangeably, but there are differences that must be outlined as they can help individuals grasp to what extent they are committed to engage and act collectively towards tackling issues on climate change and environmental hazards.

This competence area describes the knowledge, skills and attitudes citizens need to acquire, develop and, or improve to mobilise resources, establish connections, and networks facilitating collective action towards an effective engagement in climate change, as well as to commit to the Sustainable development Goals. It is expected that CivicGreen citizens can emphasize a sense of unity and integration within a community, fostering wellbeing and resilient communities that are prepared for the pressing challenges caused by climate change.

Knowledge

Skills

Attitudes

Define social capital and social cohesion

Express intentions in creating coalitions and partnerships dedicated to address climate change and environmental issues

Demonstrate the ability to engage in constructive dialogue, negotiation, and consensus-building around climate change and environmental issues

GreenComp related areas, competences and descriptors

Individual initiative: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Collective action: act for change in collaboration with others

Clarify the difference between social capital and social cohesion

Mobilise resources fostering coalitions and partnerships to address climate change and environmental issues

Reflect about own responsibility in leading coalitions and partnerships to address the challenges of climate change

GreenComp related areas, competences and descriptors

Problem framing: to formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems

Exploratory thinking: to adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

Outline the concept of social capital and its significance in fostering social cohesion and community resilience

Assess the effectiveness of different strategies for fostering social capital and promoting social cohesion in the context of climate action

Examine the impact of civic engagement on improving conditions for democratic participation in climate change and environmental decision-making processes

GreenComp related areas, competences and descriptors

Futures literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future

Critical thinking: to assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social, and cultural backgrounds influence thinking and conclusions



PLACE MAKING & COMMUNITY DEVELOPMENT

Place-making and community development are interconnected concepts that focus on creating vibrant and sustainable environments that cater to the needs and aspirations of the people who live, work, and interact within them. These concepts aim to foster a sense of belonging, identity, and community engagement while ensuring the environmental, social, and economic well-being of the area.

This competence area equips participants with the knowledge, skills, and attitudes to create vibrant, sustainable, and socially cohesive environments. This competence area delves into the interconnected concepts of place-making and community development, highlighting their significance in fostering a sense of belonging and identity within communities while promoting environmental, social, and economic well-being.

Knowledge

Skills

Attitudes

Describe the concepts of place making and community development

Recognise the benefits of place making and community development in promoting sustainable development

Engage in effective community needs assessments and stakeholder engagement to guide their development initiatives promoting sustainable development

GreenComp related areas, competences and descriptors

Individual initiative: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Collective action: act for change in collaboration with others

List the key principles of place making and community development

Design projects that convey the principles of place making and community development

Put forward initiatives that foster social interactions, community engagement while benefiting sustainable development

GreenComp related areas, competences and descriptors

Systems thinking: to approach a sustainability problem from all sides; to consider time, space, and context in order to understand how elements interact within and between systems

Problem framing: to formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems

Explain why place making and community development can be essential for sustainable development

Create action plans for implementing place-making and community development initiatives

Analyse successful place-making and community development projects to provide valuable insights and lessons learned

GreenComp related areas, competences and descriptors

Exploratory thinking: to adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

Futures literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future



CITIZENS LOBBYING

Citizens lobbying, also known as grassroots lobbying, is a form of advocacy where individuals or groups of citizens actively engage with policymakers to influence legislation and public policy. From a sustainable development perspective, citizens lobbying plays a crucial role in driving positive change and promoting sustainable practices.

This competence area aims to empower participants with the knowledge, skills, and confidence to effectively advocate for sustainable policies and influence decision-makers. It empowers people to be agents of change and ensures that the principles of sustainable development are integrated into the fabric of society and governance.

Knowledge

Define citizens lobbying and grassroots lobbying

GreenComp related areas, competences and descriptors

Valuing sustainability: to reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values

Individual initiative: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Identify the key principles of citizens lobbying and grassroots lobbying

GreenComp related areas, competences and descriptors

Critical thinking: to assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social, and cultural backgrounds influence thinking and conclusions

Exploratory thinking: to adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

Describe effective citizens lobbying skills

GreenComp related areas, competences and descriptors

Collective action: act for change in collaboration with others

Problem framing: to formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems

Skills

Explain the concept and significance of grassroots lobbying in sustainable development

Research for real-world examples of successful citizens lobbying efforts for sustainable development

Create individual or group action plans for ongoing citizens lobbying efforts that commit citizens to sustainable development

Attitudes

Research how citizens lobbying complements formal advocacy efforts

Advocate for sustainable development

Develop persuasive arguments for sustainable policies



GRASSROOTS ACTIVISM

Grassroots activism refers to the bottom-up approach of individuals, communities, and small groups coming together to promote and implement sustainable practices and initiatives that address environmental, social, and economic challenges. These grassroots efforts play a crucial role in advancing sustainability goals at the local level and often contribute to broader global sustainability efforts.

This competence area is designed to equip citizens with the knowledge, skills, and attitudes to lead and engage in grassroots initiatives that promote sustainability in their communities. The competence area covers a wide range of topics, empowering individuals to drive positive change from the bottom-up and contribute to a more sustainable world.

Knowledge

Describe the principles of grassroots activism

GreenComp related areas, competences and descriptors

Valuing sustainability: to reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values

Individual initiative: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Relate grassroots activism with advocacy and policy engagement

GreenComp related areas, competences and descriptors

Futures literacy: envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future

Adaptability: to manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk

Outline potential challenges and obstacles in grassroots activism

GreenComp related areas, competences and descriptors

Exploratory thinking: to adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods

Collective action: act for change in collaboration with others

Skills

Identify local sustainability challenges through a needs assessment analysis

Create strategies for building resilience and maintaining momentum

Develop a roadmap for a grassroots sustainability project

Attitudes

Mobilise individuals or groups in engaging in local sustainability challenges

Build relationships with local policymakers and key stakeholders to address local sustainability challenges

Drive a positive change and make a lasting impact on the community

Glossary

We must face up to an inescapable reality: the challenges of sustainability simply overwhelm the adequacy of our responses. With some honourable exceptions, our responses are too few, too little, and too late.

Kofi A. Annan

Attitudes
Competence
Knowledge
Learning outcomes
Proficiency
Skills



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Attitudes is the ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

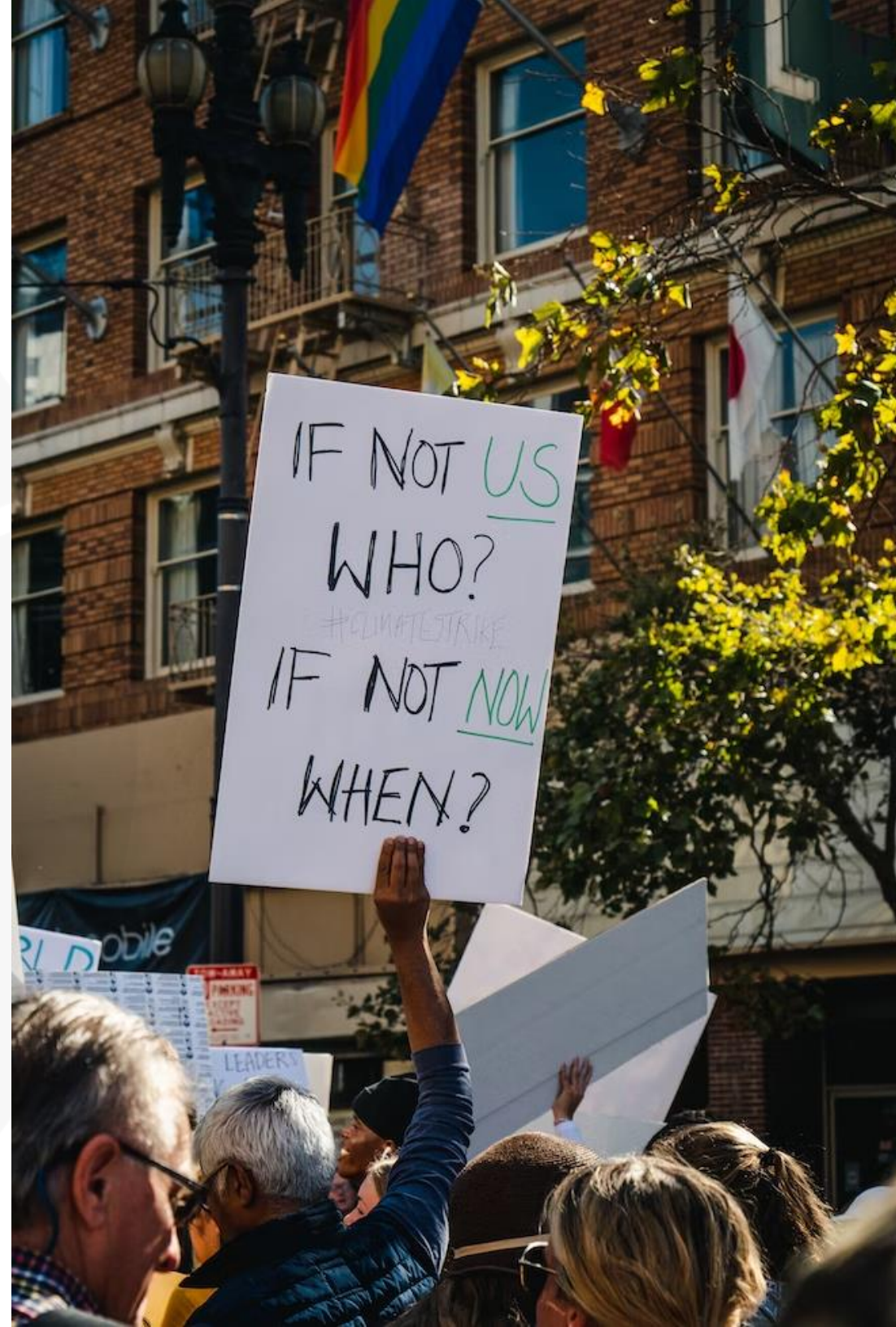
Competence the proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.

Knowledge refers to the outcome of the assimilation of information through learning: the body of facts, principles, theories and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.

Learning outcomes is the statement of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitudes.

Proficiency indicates a degree of mastery that allows a person to function independently to achieve performance..

Skills is the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF context, they are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).



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Acknowledgments

*A small group of thoughtful people
could change the world. Indeed, it's
the only thing that ever has.*

Margaret Mead



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