

## Erasmus+ project

**“Multi-purpose center for adult education  
in clean environment – ECO-Center”**



**ECO-Center needs analysis**



# ECO-Center needs analysis

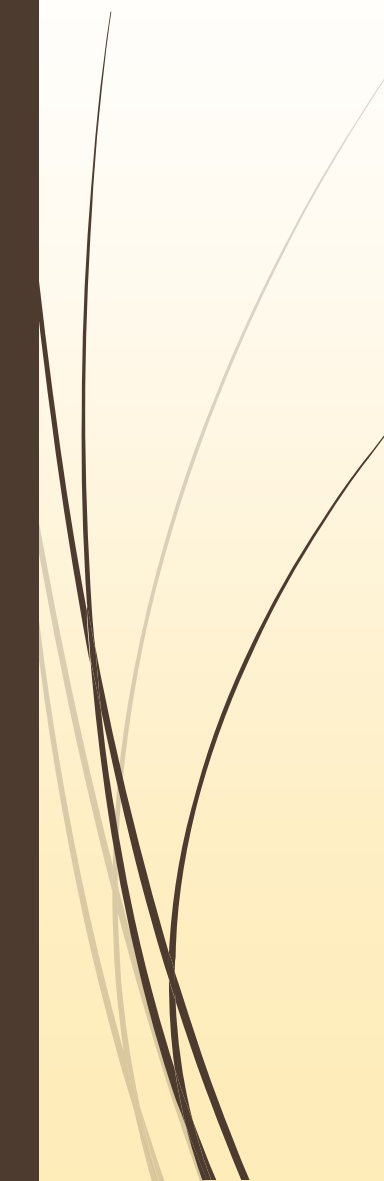
## ECO-Center need analysis main questions

- ▶ Current status in clean environment sector;
- ▶ The potential of the sector in implementation of national policies for educating adults learning providers,;
- ▶ Principles of adult education
- ▶ Environmental education: structure, operation and contribution to career development;
- ▶ Needs for up- and re-skilling of adults educators in clean environment;
- ▶ Bridge building between EQF and ECVET validation instruments and recognition of skills and competences adopted via adult education.



# ECO-Center needs analysis

## ECO-Center need analysis organization

- ▶ During 'Preparation' phase (1<sup>st</sup> – 5<sup>th</sup> month)
  - ▶ Comprises 2 stages:
    - ▶ Needs analysis strategy establishment and gathering of data
    - ▶ Needs analysis, data processing and conclusion launching
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# ECO-Center needs analysis

## ECO-Center need analysis results

- ▶ What is sustainable development
- ▶ Role of environmental education for sustainable development
- ▶ Current environmental status and sustainable development in partner countries
  - ▶ Basic data
  - ▶ Environmental policies
  - ▶ Obstacles and constraints in environment protection
  - ▶ Green production policies



# ECO-Center needs analysis



## ► CONCLUSIONS:

- **General overview:** remarkable climate change that reflects the need from environmental protection, resource and energy efficiency
- **Environmental policies:** established constitutional and statutory principles on environmental protection and well structured economic and social policies
- **Problems:** bottleneck steps and potential risks at both regulation and implementation level
- **Green production policies:** sustainable management of resources and waste; nature conservation; needs for adequate understanding of environmental knowledge



# ECO-Center needs analysis

- ▶ **Focus on environmental adult education: good practices in partners' countries:**
  - ▶ **Historical overview:** start: 1970s – 1990s
  - ▶ **Formal/non-formal environmental education:**
    - ▶ Legal basis; Responsible organizations; Training settings & systems; Tendencies and problems

## **CONCLUSION:**

- ▶ Well established legal basis with defined roles and responsibilities
- ▶ Formal and/or informal education; (C)VET; non-governmental sector
- ▶ Didactic, conceptual , administrative problems



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- ▶ **EQF/NQF introduction in partners' countries:**
  - ▶ NQF development, introduction, implementation
  - ▶ NQF structure / referencing to EQF
  - ▶ ECVET vs. national grading systems
  
- ▶ **CONCLUSION:**
  - ▶ NQFs officially launched within the period 2010 - 2012
  - ▶ EQF 8-level reference structure has been adopted with nation specific characteristics (BQF, DQR, QFT, NQF-CY)
  - ▶ ECTS system is matched with the national grading systems
  - ▶ Didactic, conceptual , administrative problems



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- ▶ **Specific national strategies and programmes for clean environment/sustainable development:**
- ▶ **CONCLUSION:**
  - ▶ National/Regional strategies and corresponding plans and programmes associated with countries sustainable development policies:
    - ▶ prevention and reduction of pollution and risk to human health,
    - ▶ public awareness,
    - ▶ conservation, restoration and improvement of environmental quality,
    - ▶ integration of environmental protection approaches into sectoral/regional economic and social development





# ECO-Center needs analysis

- ▶ **Selection of key qualifications for adult learning providers**

- ▶ **CONCLUSION:**

- ▶ The VET teachers/trainers competence requirements are changing.
- ▶ The company trainers are developing good partnership with training settings.
- ▶ VET managers are responsible to ensure that VET teachers/trainers are aware of the opportunities and challenges of education
- ▶ The social partners' interaction with the VET system.
- ▶ Involvement of VET policy makers at EU/national level.

# ECO-Center needs analysis

| Professional areas specific competences/green abilities   |   |  |   |
|---|---|--|---|
| Teachers/trainers in adult education  | Adult learning providers  | Career officers, Counselors, Inspectors; Head teachers / Principals  | Education managers; Other management staff in adult training institutions; Non-teaching administrative staff    |
| Professional areas  |   |  |   |
| <ul style="list-style-type: none"> <li>○ Biology</li> <li>○ Chemistry</li> <li>○ Ecology</li> <li>○ Environmental engineering</li> <li>○ Civil engineering</li> </ul> | <ul style="list-style-type: none"> <li>○ Science education</li> </ul> | <ul style="list-style-type: none"> <li>○ Environmental ethics</li> <li>○ Public health</li> <li>○ Legislation</li> </ul> | <ul style="list-style-type: none"> <li>○ Management</li> <li>○ Public relations</li> <li>○ Economics</li> </ul> |