

2. Guidance for teachers

2.1 Intention and methodological/ organisational approach

The main concern of the environmental competition of the CREDCHEM-Network lies in improving the proximity of vocational training to economy.

The participants of the environmental competition of the CREDCHEM-Network will be given project tasks that deal with

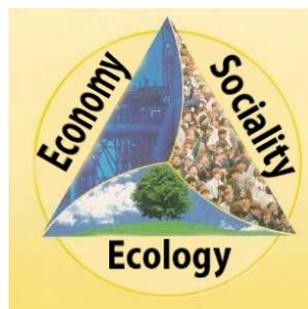
- real-life situations of the working world that enable the participants
- to deal with the requirements of a sustainable development in a professional context (guidelines for a sustainable economy)

Vocational training is aiming at enabling the learner to acquire knowledge, skills and competencies (subject-specific and personal competencies), which are relevant for the job market. (secure employability)

An essential element of employability is the ability to fulfil professional task according to the guidelines for a sustainable economy.

Sustainability means to meet the needs of the present, in order to provide possibilities for future generations without limits.

At the same time, it is important to equally consider the three dimensions of sustainability – economic efficiency, social fairness and ecological sustainability.



Future technicians have to be able to contribute by means of their actions to the realisation of environment-related, economic and social guidelines of a sustainable economy.

Economy

- Professional workers have to be aware of their responsibility in assuring the compliance with economic specifications and they have to know the instruments, which impacts the efficiency of their work

Ecology

- Professional workers should be aware of the ecological dimension of the work (knowledge of the environment requires environmental friendly behavior). They have the professional competences to minimize risks and prevent harms as well as they are aware of to assure the compliance with health and security and environmental rules (personal competency)

Society

- Professional workers have to be able to interact successfully at their place of work (Solidarity; Tolerance; Ability to integrate, cooperate and self-organization; violent free coping with conflicts) and be ready to take responsibility. This requires the ability and will to talk about individual intentions and needs as well as to detect the needs and intentions of other people and understand them.

The transnational environmental competition provides an opportunity for participants in vocational training from different countries to deal with the specification of a sustainable development in a professional context.

Participants are encouraged to analyse job-relevant problems according to the criteria of sustainable development and to advance a proposal for optimising work processes in terms of ecology, economy and/or social aspects.

That way they will acquire professional as well as personal competencies, which will enable them to act for the purpose of sustainability during their later professional life.

Next to improving sustainability skills, the process of working on the project tasks also contributes to

- The improvement of language skills,
- Consolidation of IT-skills,
- The experience of self-organised learning and

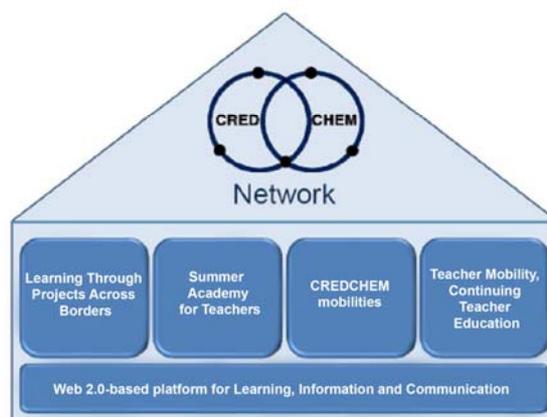
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- to gain intercultural experience.

The methodological concept and the organisational approach for the CREDCHEM-Network environmental completion are both results of the innovation transfer project “Transfer of experience in designing vocational training for a sustainable development (Euro-Nach II) – project number: DE/11/LLP-LdV/TOI/147466.



The competition is housed by *Europäischen Bildungsverbands für naturwissenschaftliche Berufe* (translated: the European Association of Education for Scientific Professions) CREDCHE-Network) (see appendix 7) and has been assigned to the area of action “Learning through Projects across Borders”.



Participants of the Environmental Competition of the CREDCHEM-Network are learners, who are in vocational training.

2.2 Competition

Vocational training institutions that are affiliated with the consortium submit suggestions for the task resources every cycle of the competition. (see appendix 1: Submissions will be published on the project homepage <http://euronach2.org> along with the call for competition) Describing real-life situations of the working world, the tasks require a combination of competencies of different professions. (formation of project teams from different occupational and national backgrounds)

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Detailed information concerning the competition tasks will be published separate profiles (see attachment 1). The profile contains the following information:

- Project task
- Goal
- Project Promoter (responsible school for a single task from the pool of tasks)
- Contact details (responsible group/leading group, group speaker, and tutor)
- Further professional or other needs to potential partners of the responsible group)

At the institution, which suggested the relevant project proposal, a leading group (Learners of the institution, who are in charge to work the project task) is formed:

- The relevant leading group is staffed with learners from other educational institutions (Leading group + learners from other educational institutions = project team). So the competence profile of the group is extended.
- All leading groups can contact learners from other institutions/other professions, to gain their knowledge and completing the project tasks successfully.
- The members of the leading group to take up suitable applicants to the group (formation of the project team). The number of person in team is limited, to ensure the ability to work.
- Each project team has to appoint a group speaker.
- Each project team is supported by a tutor. The tutor is appointed from the relevant educational institution, which is in charge of the chosen task.
- The members of the project groups have to agree on a working plan (tasks, deadlines, responsibilities; The deadlines for the current contest are shown in attachment 3.)
- The results of the project work have to be submitted as a PowerPoint presentation (max. 20 slides) or as a poster (size A0) or as a video (deadlines are shown in attachment 3). Attachments, which document the course of the project, are permitted. If nothing else is agreed on, English is the project language.

The coordinator of the environmental contest is Mr. Jens Hofmann (j.hofmann@sbgdd.de) from the Saxon Education Company for environmental protection and chemical occupation in Dresden Ltd. Mr. Hofmann is the contact person of the project teams and the tutors.

The cornerstones of the course of the environmental contest are shown in the plan of activities (attachment 3).

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In addition, agreements on content and organisation in preparation for next year's competition should be made.

The CREDCHEM-Network Environmental Competition is to be brought to the attention of potential participants by means of a poster. (see cover of the organisational manual) A QR-Code will lead people directly to the project homepage www.euronach2.org, where they can [find further information](#).

2.3 Platform of information and Communication

The competition consortium hosts an information and communication platform at www.euronach2.org, which serves the purpose of promoting the CREDCHEM-Network Environmental Competition. Further, it acts as a communication tool for members of the competition consortium and participants.

2.4 Evaluation of the Competition Entries

2.4.1 Expert Evaluation by the Educational Institutions

Determination of the additional value: The additional value of the environmental contest is that participants gain professional and personal competences in the field of sustainability, which are above the minimal requirements of the relevant teaching plan (see attachment 4).

The evaluation is based on unified criteria (evaluation form, attachment 8).

Meaningful certificate documents gained competences by working on the relevant project task.

- The contribution of the members of the project groups, which meet the requirements of the contest, will obtain from the network "CREDCHEM-Network" a certificate, which attests the additional value.
- Suggestion for the textual formulations, to describe the attested competence gain, will be provided (see attachment 6). This ensures the comparability of the certificates.
- The description of the gained competences is aligned on the indicators of the European Qualification Framework (EQF).

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2.4.2 Determining the Winner by a Students Jury

- The organisers of the competition select the best six competition entries and publish them on the project homepage www.euronach2.org
- The students who participated in the competition will give their vote online to those entries and choose a winner of the transnational CREDCHEM-Network Environmental Competition 2013/2014.



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