

Introduction

The long-term aspiration of the Sustainable Erasmus+ Travel (SET) project is the improvement of students' opportunities to engage in more environmentally sustainable habits during their mobility and the mindset change regarding the trip to the mobility destination as a transformative experience in itself. We will research the main features and reasoning behind students' choices of transport to go on mobility, promote the journey to the Erasmus+ mobility as an educative and transformative experience, and visualise the added value of green travel by developing a prototype to recognise green soft skills. Coordinated by the European University Foundation (EUF), the consortium comprises Charles University, the University of Porto, the University of Zurich, the Erasmus Student Network (ESN), Erasmus by Train and Climate Generation Europe.

In the framework of the project's 4th Work Package - Learning by Moving Green!, we aim to increase self-awareness and promote learning outcomes of green mobility, clarify its expectations, visualise its added value, and ultimately develop a prototype to recognise green soft skills. This report complements the [Green competencies online repository](#) (Deliverable 4.1), which presents in an interactive and innovative way the comprehensive list of the green transversal skills applied and/or acquired by students when travelling sustainably. The document at hand provides information on the methodology undertaken to materialise the repository, elaborates on the categorisation of all 19 competencies, and concludes with some initial takeaways and future actions.

Methodology

The first phase included desk research of several different reference documents and reports, namely – [LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence](#), [GreenComp – The European sustainability competence framework](#), [The Digital Competence Framework for Citizens](#), [The European Qualifications Framework: supporting learning, work and cross-border mobility](#), and [Green Skills and Knowledge Concepts: Labelling the ESCO classification](#). As for the link to employability, we explored two reports: [The Future of Jobs Report 2023 by the World Economic Forum](#) and the [OECD Future of Education and Skills 2030](#). Another relevant source was the KA2 [Erasmus Skills project](#) which developed a self-assessment tool for students to fully realise the learning outcomes of their mobility and a methodology supporting academics in integrating the latter into the curricula.

In a second phase, 19 competencies were identified from these documents, based on their perceived relevance and potential to fulfil through green travel. They were organised in a list and included in a shared spreadsheet alongside their description, source, and justification on how the competence/skill matched green travel-specific aspects. The third phase implied the analysis of the different descriptors within the project

both by the Project Coordinator, the EUF, and the WP4 coordinator, U.Porto, and later shared among all the SET partners for comments and revisions. Lastly, the list of competencies was organised in a bigger structure to match the [5 Pillars of UNESCO Education for Sustainable Education \(2009\)](#):

1. Learning to be
2. Learning to be together
3. Learning to do
4. Learning to know
5. Learning to transform oneself and the society

Green competencies

The first 4 pillars (learning to be, learning to know, learning to do and learning to be together) were presented by Jacques Delors in 1996 in the [UNESCO Report - Learning: The Treasure Within](#). Later, due to an increasing focus on Education for Sustainable Development, a fifth pillar was added: learning to transform oneself and society.

The five pillars were chosen as the organisational structure for the 19 competencies as they represent the spirit behind all the dimensions encouraged when travelling sustainably:

- A. **Learning to be:** implies nourishing the self, developing one's personality and being able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

The competencies included in this pillar were the following:

1. Emotional regulation
2. Self-motivation
3. Planning
4. Responsibility
5. Curiosity
6. Environmental values
7. Communication

- B. **Learning to be together:** is the pillar that rules social connections. It is very important for social cohesion, intercultural and international cooperation, peace, developing an understanding of others

and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism and mutual understanding.

The competencies included in this pillar were the following:

8. Intercultural awareness
9. Respect for diversity
10. European identity

- C. **Learning to do:** this pillar relates to productive work and recreation to acquire not only an occupational skill but also, more broadly, the competence to deal with work in teams. It can also include various social and work experiences which may relate particularly to younger people and be informal as a result of the local or national context, or formal, involving courses, alternating study and work.

The competencies included in this pillar were the following:

11. Individual initiative
12. Online search
13. Evaluating data, information and digital content
14. Identifying digital competence gaps

- D. **Learning to know:** the one that is more used in education nowadays, this pillar relates to searching for knowledge and wisdom and combining it with the opportunity to work in-depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

The competencies included in this pillar were the following:

15. Critical thinking
16. Creative thinking

- E. **Learning to transform oneself and the society:** the last pillar is the one that is more connected to sustainability as it rules the building of skills in active citizenship, future thinking, responsible lifestyle, sharing of resources and adaptability.

The competencies included in this pillar were the following:

17. Adaptability/Flexibility

18. Evaluate the environmental impact of personal behaviour
19. Adopt ways to reduce the negative impact of consumption

Conclusions

Our analysis presents a clear overview of the different and complementary transversal competencies unlocked thanks to green travel. We deliberated on their realistic potential of development through real-case scenarios that make up the whole green travel experience, from booking the itinerary, travelling on board, actively embodying a responsible attitude towards the planet, and more. There is truly immense potential for mobile students to further develop their sustainable practices and skills, cultivate a well-rounded personality, and help foster social cohesion before they even reach their mobility destination!

The next phase is foreseen for November 2024. In roundtables with experts in recognition and sustainability, we will brainstorm about the structure and suitability of the selected competencies to reach a final list of competencies and descriptors that apply to the sustainable journey experience. This exercise will ultimately contribute to the preparation of the higher education institutions' dossier, including a step-by-step proposal on how to best create a green traveller label based on the acquisition of green soft skills.

Annex

The summary table of the 19 green competencies can be accessed [here](#).