

Are learners empowered to shape a sustainable future?



Empowerment brings the learners to the centre of the learning experience: it's about recognising and realising their own humanity and their own ability to take action for positive change. Empowering learners enables them to cooperate and to take ownership of their learning. Everybody can make a change. To experience this can help learners to shape the future in a sustainable way.

Becoming empowered to shape a sustainable future is closely linked to the development of green competences that learners can take forward into their daily and working lives.

The green competences list offered below is designed to stimulate thinking around competency development, and offer a reference point for the planning, delivery and evaluation of learning for sustainability programmes and activities.

The table relates heading categories in the first column to the ripple items outlined on the RWL Hand Model.

Under the ripples you can find a short list of competences that support the empowerment for shaping a sustainable future. When using the model online, each ripple has a short explanation to help you contextualise the competences.



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| Category | Ripples | Competences |
|---|---|--|
| You, me and all the world around us | enable learners to become conscious of interconnectedness - you, me and the world around us | Learners will be able to recognise their relationship to nature, appreciating the need to live in balance with it. |
| | | Learners will be able to think and behave according to the bigger global and smaller local environmental and social needs, understanding the need to consider their actions on both. |
| | | Learners will be able to experience and take responsibility for promoting their physical and mental health and well-being through interaction with and in nature. |
| The future begins today | empower learners to be creative, flexible and able to take positive actions to deal with change | Learners will be able to apply knowledge and methodologies that explain the natural world in order to explore positive solutions to human impacts. |
| | | Learners will be able to deal with a changing and uncertain world by developing an adaptive and flexible approach in their thinking and action. |
| | | Learners will develop a sense of initiative and of turning ideas into action. This involves creativity, innovation and risk-taking. |
| | | Learners will be able to apply sustainability concepts to examples from their own lives, motivating themselves and others to act accordingly. |
| | | Learners will be able to envisage a positive future, thinking and acting with respect for future generations. |
| Cooperation, participation and responsibility | enable learners to cooperate, participate, take responsibility and learn in a self-directed way | Learners will develop skills for team working, cooperation and participation in an active and democratic way. |
| | enable learners to deal with their own feelings and the feelings of others | Learners will be able to take on individual and collective responsibility for themselves, others and the world around them. |
| | | Learners will be able to reflect upon and communicate their own feelings considerably, and respect the feelings of others. |
| | | Learners will be able to listen actively and communicate in a clear, and respectful way. |
| Critical Thinking | enable learners to be reflective, critical thinkers - considering different perspectives to reach informed opinions and decisions | Learners will be able to think critically and with curiosity about the world around them, including information they encounter. |
| | | Learners will develop the ability to reflect upon and modify their behaviour and actions in accordance with the effects these have on the world around them. |
| | | Learners will be able to apply a systems approach to their thinking, moving away from linear thinking patterns. |
| | | Learners will be able to form informed and autonomously reached opinions and decisions. |
| | | Learners will be able to consider things from different perspectives and to understand the perspectives of others. |
| Life as a learning journey | allow learners to take ownership of their learning and reflect on what and how they have learned | Learners will be able to apply a holistic and interdisciplinary manner to their learning. |
| | | Learners will be able to reflect upon their own abilities and gain self belief in order to take action in a positive and sustainable way. |
| | | Learners will be able to form and conduct life plans, taking responsibility for their lifelong learning. |

As part of the Real World Learning Network outdoor learning partners from six countries worked together to draft this list. They analysed existing competency lists, interviewed experts and consulted outdoor learning professionals through workshops and conferences.

Despite this rigorous work we would like to emphasise that the resulting list is only an offering, a starting point for discussion and thinking together. This arrangement of the competences forms a system of thinking and analysis, but should never be considered as written in stone. You may wish to be selective in your use of the list, to rearrange the items, or to edit the content; please do so, that would make the system of empowerment authentic.

A list of original sources used as part of the list compilation process:

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