



COURSE DESCRIPTION

GreenComp in Practice: The Environmental Cost of School Technology

The world made 62 million tonnes of e-waste in 2022, and only 22% of it was documented as recycled. Five days on the digital tools that help — and the ones that are the problem.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Going digital for the environment carries a cost it rarely mentions. This week uses GreenComp, the EU's sustainability competence framework, to work that tension on the objects every school already owns.

- **Monday** — you work the e-waste figures and map your own teaching onto GreenComp's four areas.
- **Tuesday** — you sort real environmental claims into supported, unsupported and unverifiable.
- **Wednesday** — you read satellite imagery, air-quality data and citizen-science records for your own town.
- **Thursday** — you work the Right to Repair Directive and turn the week's evidence into a class project with one clear claim.
- **Friday** — the room tries to break every group's claim using the same evidence tools, and each project is revised against what survives.

You go home with a class project and an environmental claim that has actually been tested, plus a claim-test sheet to reuse. Bring the name of your own town, a laptop, and a retired or broken school device if you can — it does not need to work.

02 Course description

Every push to “go digital for the environment” carries a footnote it rarely mentions: the devices themselves are not free. The Global E-waste Monitor recorded 62 million tonnes of electronic waste in 2022 and found that only 22% of it was documented as properly collected and recycled — with the total rising about five times faster than recycling does.

Digital technology is part of the answer to environmental problems and part of the problem itself, and this course starts from that tension rather than around it.

The week is organised by GreenComp, the European sustainability competence framework published by the Commission's Joint Research Centre in 2022. Its four areas — embodying sustainability values, embracing complexity, envisioning sustainable futures, acting for sustainability — give the week its shape, one area per day. GreenComp is a reference framework rather than a proven method; the JRC describes it as a living document that has not yet been tested in a real setting, and it is used here for what it is good at: a shared vocabulary for what a sustainability-competent learner can actually do.

It also fits this subject for a reason the JRC states itself. GreenComp deliberately leaves out subfields, naming competences for the circular economy among them. This course applies the framework to exactly that gap, on the objects every school already owns: the phone, the tablet, the interactive display, and what happens to them.

Where EMA's other environmental courses work through Eco-Schools, the UN Sustainable Development Goals or waste streams directly, this one does not repeat them. One day is spent reading environmental evidence with the instruments that produce it: satellite imagery from the EU's own Copernicus programme, the European Environment Agency's air quality index, and biodiversity records from citizen-science platforms such as iNaturalist. Another tests whether a green claim holds up. A third looks at what a teacher and a class can actually do about the devices in front of them, including what the EU's Right to Repair Directive began applying, through national transposition, from 31 July 2026.

The last day is the one the week is built towards. Every group project makes an environmental claim of some kind, and on Friday the room tries to break those claims using the same evidence tools it learned on Wednesday, or the e-waste and repair facts for a claim about devices. A claim that survives is worth taking back to school; a claim that does not is worth more than one nobody checked.

03 Learning outcomes

- 01 Use the four GreenComp areas as a common vocabulary for what a sustainability-competent learner can do, and locate your own lessons within them.
- 02 Explain where a digital device's environmental cost sits across its life, from materials to disposal, using current e-waste figures rather than impressions.
- 03 Read environmental evidence for your own locality using Copernicus satellite imagery, European air quality data and citizen-science biodiversity records.
- 04 Separate an environmental claim that evidence supports from one that only sounds right, and teach students to do the same.
- 05 Identify what a teacher, a class and a school can each realistically change about the devices they use, and what the EU repair rules now entitle a consumer to.
- 06 Leave with a class project on digitalization and environment, and with the record of what happened when the group tried to break its central claim.

04 Methodology

One GreenComp area per day	The week follows the four competence areas of the European sustainability competence framework in the order the framework sets them, so each day builds on a named capability rather than a topic heading.
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Evidence before opinion	Environmental claims are checked against real instruments — satellite imagery, air quality data, biodiversity records — rather than discussed in the abstract.
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The device in your hand is the case study	The environmental cost of digital technology is examined on the objects participants and their students already own, not on distant industrial examples.
Claims get tested, not applauded	Projects built during the week close with an attempt to falsify their own environmental claim, which is how a classroom project survives contact with a sceptical student.

05 Daily programme

Day 1

Embodying sustainability values: what a device actually costs

- **Ice-breaking and trust-building:** participants introduce themselves through one device they could not do their job without, and the group maps where in the world those devices were made — introductions and the week's subject in the same activity
- **Opening:** a retired phone or laptop is opened up on the table — participants list what is inside it and where each part came from before anyone names a framework
- The e-waste picture in figures that can be checked: 62 million tonnes in 2022, 22% documented as properly recycled, e-waste generation rising about five times faster than documented recycling
- **Who carries the cost:** the fairness dimension of electronics disposal, and why GreenComp puts supporting fairness beside valuing sustainability
- **GreenComp introduced properly:** four areas, twelve competences, what the JRC says it is and what it openly says it is not
- **Group work:** each participant maps one lesson they already teach onto the four areas, and finds which area their teaching never touches

Day 2

Embracing complexity: the claim that sounds green

- **Warm-up in new pairs:** each participant names one environmental claim they have repeated without ever checking it, then swaps and has to defend the other person's — a short team-building round that sets up the day
- **Opening:** three real environmental claims about digital products — participants sort them into supported, unsupported and unverifiable before being told which is which
- **Systems thinking on a familiar object:** the full life of a school tablet, drawn as a system rather than a timeline
- **Critical thinking as a teachable procedure:** what evidence would have to exist for a green claim to be true, and where to look for it
- **Problem framing:** turning "our school should be greener" into a question with a scope, a timescale and someone who can answer it
- **Group work:** participants reframe a vague sustainability goal from their own school into a question a class could actually investigate

Day 3

Envisioning sustainable futures: your town in ten years

- **Opening:** an unlabelled satellite image of somewhere in Europe — what changed here, and how would you find out
- **Copernicus Browser:** locating your own town and comparing imagery across years, and what a class can legitimately conclude from it

- **The European Environment Agency's air quality index:** reading local, current data for the participant's own city and the limits of what it shows
- Citizen-science records with tools such as iNaturalist or Global Forest Watch: what students can contribute, not only consume
- **Group work:** each group builds an evidence-based picture of one local environmental change and two alternative scenarios for 2035 — GreenComp's futures literacy in practice

Day 4

Acting for sustainability: repair, reuse, and who decides

- **Opening:** two devices, one repairable and one not — participants work out from the outside which is which, and what that difference is made of
- The EU Right to Repair Directive, applying to consumers through national law from 31 July 2026: what it covers, what it does not, and why a class in one member state may find different rules than a class in another
- **Political agency, collective action, individual initiative:** GreenComp's three acting competences applied to a school's own devices
- **Sorting what you can change:** what a teacher can do alone, what needs a colleague, and what has to be asked of school management — with the ask written out and addressed to someone by name
- **Group work:** each group turns its Day 3 evidence, or the e-waste and repair facts from earlier in the week, into a class project with one clear environmental claim

Day 5

Testing the claim

- **Opening:** a well-designed project with a claim that does not hold — the group finds the break before being shown it
- **Falsification round:** each group presents its project's central claim and the room attempts to break it using Wednesday's evidence tools — or, for a device claim, the e-waste figures and repair rules from earlier in the week — and the claim-test sheet
- **What survived and what did not:** groups revise their claim, narrow it, or replace it with one the evidence supports
- **Bringing it back:** how the revised project is introduced to students, including what to say when a student finds a hole in it
- Course evaluation, certificates and course documents

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- The Global E-waste Monitor 2024 (UNITAR/ITU) — the figures used on Day 1, read at source rather than quoted second-hand.

- GreenComp: The European Sustainability Competence Framework (Bianchi, Pisiotis & Cabrera Giraldez, JRC, 2022) — the four areas and twelve competences worked through during the week.
- Directive (EU) 2024/1799 on the repair of goods, in the parts that concern the devices a school actually owns.
- Copernicus Browser, used on Day 3 to compare satellite imagery of the participants' own localities.
- The European Environment Agency's air quality index, used for current local readings.
- Citizen-science platforms such as iNaturalist and Global Forest Watch, used for biodiversity and land-cover records.
- A one-page claim-test sheet (supplied), filled in on Day 5 and taken home with the project.
- A one-page set of sample lessons (supplied) — science, geography, language and citizenship, primary — for mapping against the framework on Day 1.

07 How to prepare

- Bring the name of your town or region — most of the week's evidence work is done on your own locality rather than a demonstration example.
- It helps to have one lesson or unit in mind that touches the environment, even loosely, to map against the framework on Day 1; sample lessons are supplied if you prefer.
- If you can, bring one retired or broken school device — a phone, a tablet, a mouse, anything electronic that is no longer in use. It does not need to work.
- A laptop is useful; the evidence tools run in a browser. Some of them ask for a free account if you want to save your work rather than only explore, so setting those up before you travel saves time on Day 3.
- If you happen to know roughly how your school disposes of old devices, that is useful background; “nobody is sure” is a genuinely useful answer too, and a common one.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ environmental priority asks projects to build competences for sustainability rather than awareness alone. This course works through GreenComp, the European sustainability competence framework published by the Commission's Joint Research Centre, and applies it to a subfield the framework openly leaves out — the circular economy, on the digital devices every school already owns. Staff return able to name which sustainability competences a lesson develops, and with a class project whose central environmental claim has already been tested rather than assumed.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.