



DAILY PROGRAMME

GreenComp in Practice: The Environmental Cost of School Technology

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Embodying sustainability values: what a device actually costs	DAY 2 Embracing complexity: the claim that sounds green	DAY 3 Envisioning sustainable futures: your town in ten years	DAY 4 Acting for sustainability: repair, reuse, and who decides	DAY 5 Testing the claim
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Day by day

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.

ISSUED BY

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COURSE PAGE

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