Co-funded by
the European Union

GREEN CURRICULUM LAB

GROUP

VET design

1. AT A GLANCE

Activity title	*Green Curriculum Lab*
Format	*Group*
Duration	*90 min*
Group size	*8-24 participants*
Challenge	*Challenge 2 – Greening the Curriculum*
Setting	*Physical training room with participants working in small groups*
Method / framework	*World Café*

EXPECTED OUTPUTS

- Three World Café harvests: gaps, improvement ideas and practical actions
- A shared picture of what a greener curriculum should include
- A prioritised Top 3 of green curriculum improvements (worksheet, page 7)
- One personal next step for each participant's own VET context

2. DESCRIPTION

In this group activity, participants examine an existing VET curriculum together and identify where sustainability, green skills and environmentally responsible practices are missing, weak or underdeveloped. They look at the curriculum from the perspectives of learners, educators and future workplaces, and consider how the green transition is changing vocational roles, competences, content and practical training.

The World Café method lets participants rotate between three focused questions, build on each other's ideas and develop a shared picture of a greener curriculum. By the end, they agree on realistic improvements – such as revised learning outcomes, greener practical tasks, sustainability content or more environmentally responsible assessment.

2.1 LEARNING OUTCOMES

- Identify gaps, weaknesses and opportunities for integrating sustainability, green skills and environmentally responsible practices into an existing VET curriculum.
- Analyse learning outcomes, content, practical activities and assessment to see how well they support the green transition and future workplace needs.
- Design realistic green curriculum improvements for their own VET context and judge them by relevance, feasibility and impact.



- Ask participants to bring or select one existing VET curriculum, course, or module that they know well.
- Encourage groups to focus on realistic improvements to learning outcomes, teaching content, practical tasks, or assessment.
- Remind participants to consider learner, educator, employer, and environmental perspectives when developing ideas.

3. PREPARATION

Prepare three World Café questions, each covering a different aspect: sustainability gaps, green skills and realistic curriculum improvements. Arrange three tables with enough space to move between them; each table gets its printed question, flipchart paper, coloured markers and sticky notes.

Divide participants into small groups in advance and name one table host per table, who stays and briefly summarises earlier ideas for each new group. Prepare a visible timing plan for the rotations and decide how the final ideas will be presented and prioritised.

Ask participants to bring or choose a VET curriculum, course or module they know well, so the discussion is based on a real example.

3.1 MATERIALS NEEDED

- [ ] Flipchart paper, one large sheet for each World Café table.
- [ ] Coloured markers, at least three markers for each group.
- [ ] Printed World Café discussion questions, one question displayed at each table.
- [ ] One existing VET curriculum, course, or module for each group to analyse.
- [ ] Sticky notes, at least ten notes for each participant.

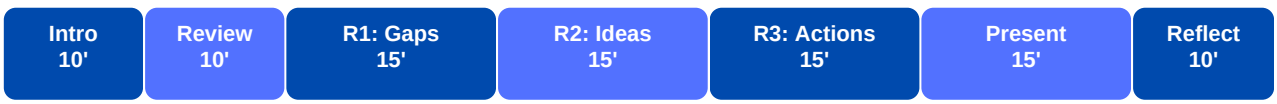
SUGGESTED WORLD CAFÉ QUESTIONS

🔍 Table 1 – Gaps: Where are sustainability and green skills missing or weak in our curriculum?
💡 Table 2 – Improvements: How could learning outcomes, practical tasks or assessment become greener?
✅ Table 3 – Actions: Which improvements are most relevant, feasible and likely to have impact?

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*10 min*	**Welcome and introduce the activity.** *The facilitator explains the aim, expected outcome, World Café method, and group structure.*
2	*10 min*	**Review the selected curriculum.** *Each group examines its selected VET curriculum and identifies existing green elements.*
3	*15 min*	**World Café rotation 1: Identify gaps.** *Groups discuss where sustainability and green skills are missing or weak.*
4	*15 min*	**World Café rotation 2: Generate improvements.** *Groups review previous notes and suggest realistic ways to green the curriculum.*
5	*15 min*	**World Café rotation 3: Select practical actions.** *The facilitator guides groups to the final table, where they review the accumulated ideas and discuss the third question, "Which proposed improvements are most relevant, feasible, and likely to create a positive impact?"*
6	*15 min*	**Group synthesis and presentation.** *The facilitator asks each group to select its three strongest curriculum improvements, prepare a brief summary, and present the ideas to the whole group.*
7	*10 min*	**Reflection and next step.** *The facilitator leads a short reflection using the debrief questions and asks each participant to write one practical action they will apply in their own VET context.*

SESSION FLOW · 90 MIN



5. DEBRIEF QUESTIONS



- What did you notice while examining the curriculum from a sustainability perspective?
- Which proposed improvement could create the greatest value for learners and future workplaces?
- What challenges might arise when introducing these green curriculum changes?
- How did the ideas of other participants influence or strengthen your thinking?
- What is one green curriculum improvement you will apply in your own VET context?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants examine a real VET curriculum and generate practical ideas for integrating sustainability and green skills.*
Reflective observation	*Participants discuss what they noticed, which gaps were most important, and how the group's ideas influenced their understanding.*
Abstract conceptualisation	*Participants identify common principles for making VET curricula greener, more relevant, and more responsive to future workplace needs.*
Active experimentation	*Participants select one realistic curriculum improvement that they will test or apply in their own VET context.*

VARIATIONS

• Shorter version (60 min): use two tables only – gaps and improvements – and prioritise in plenary.
• Online: replace tables with breakout rooms and flipcharts with a shared Miro or Padlet board.
• With employers: invite a company partner as host for Table 3 to check feasibility.
• Follow-up: revisit the Top 3 after one term and record which change was tested.

6. WORKSHEET

6.1 WORLD CAFÉ HARVEST

Table hosts note the key ideas of every round. Use one sheet per group or copy the flipchart results here.

🔍 TABLE 1 · GAPS

Where are sustainability and green skills missing or weak in our curriculum?

- .....
- .....
- .....
- .....
- .....

💡 TABLE 2 · IMPROVEMENTS

How could learning outcomes, tasks or assessment become greener?

- .....
- .....
- .....
- .....
- .....

✅ TABLE 3 · ACTIONS

Which improvements are most relevant, feasible and impactful?

- .....
- .....
- .....
- .....
- .....

6.2 PRIORITY CHECK – OUR TOP 3

Curriculum improvement	Relevance	Feasibility	Impact	Total
①				
②				
③				

Score each column from 1 (low) to 3 (high). The highest total is your first action.

🌱 MY GREEN NEXT STEP

In my own VET course / module I will change: .....

My first concrete step (what, by when): .....

I will need support from: .....

Authors and main contributors:

Thomas Gkilias (MindmeUp), Konstantina Mataftsi (MindmeUp), Mohamed Sakr (Acceleras), Kristýna Strnadová (Know-House), Magdalena Hubená (Know-House), Marzena Beáta Oltean (VET Center Romania), Szabolcs Dolcsig (VET Center Romania), Thomas Blum (RegioVision GmbH Schwerin)

This document is the deliverable of the Erasmus+ Project KA220-VET - Cooperation partnerships in vocational education and training (KA220-VET) "Design Thinking for Quality VET Education Matching Labour Market Needs – VETdesign" and it represents the Result of the Work Package 2 of the project.



AI

Parts of this document were drafted with AI. Reviewed and approved by the VETdesign consortium.

Copyright Notice:

© 2024–2026 [Design Thinking for Quality VET Education Matching Labour Market Needs – VETdesign Project]. The document is under a CC license (BY SA): "This work is licensed under a Creative Commons Attribution 4.0 International License". All rights reserved. This manual and all its contents are protected under copyright laws. Unauthorized reproduction, distribution, or use of any part of this document is strictly prohibited without prior written consent from the Project Coordinator.

For further information or permission please contact: info@vetdesign-erasmus.eu
Project no. 2024-1-DE02-KA220-VET-000253834

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them