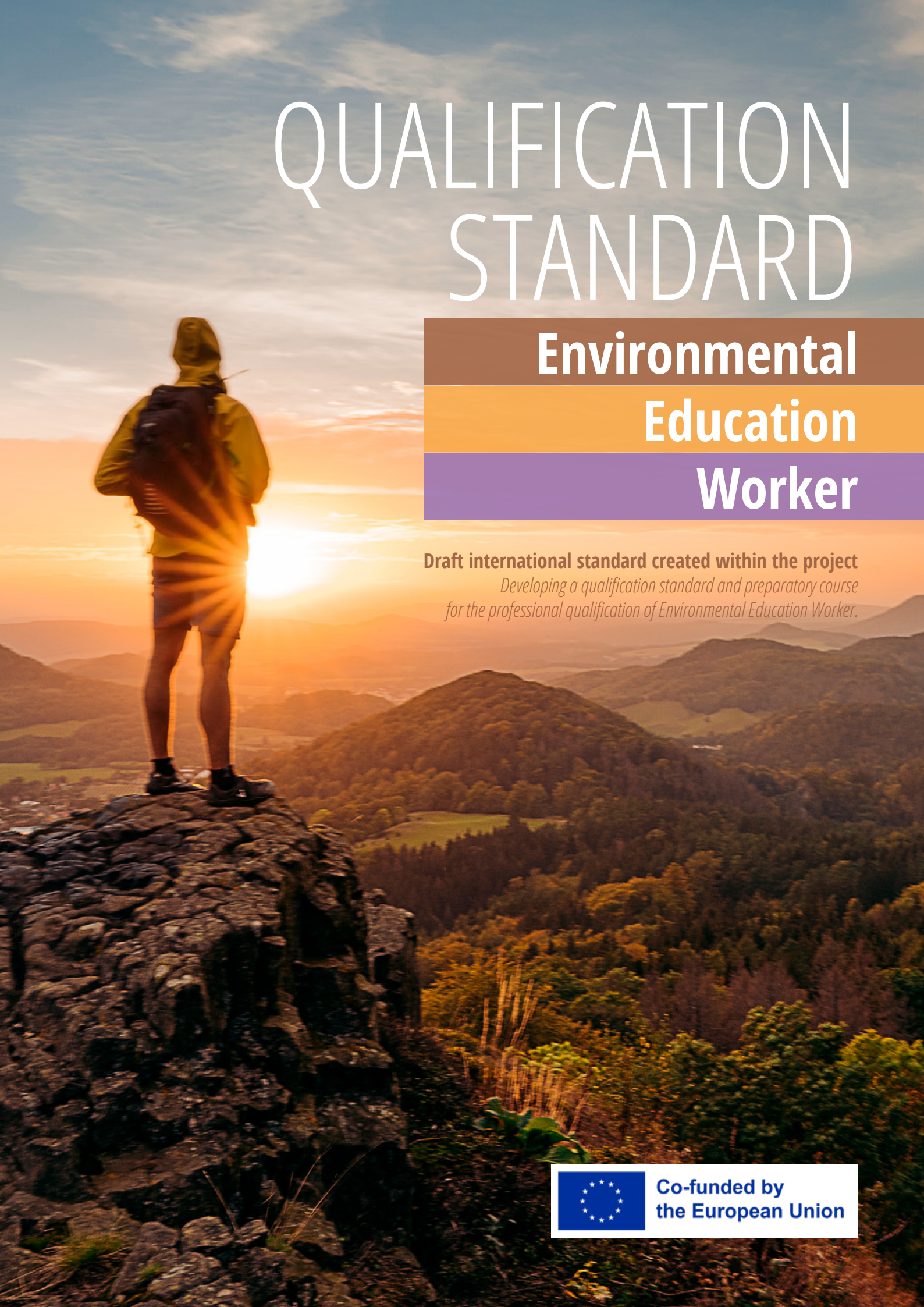

QUALIFICATION STANDARD

Environmental Education Worker

Draft international standard created within the project

Developing a qualification standard and preparatory course for the professional qualification of Environmental Education Worker.

Co-funded by the European Union

INTRODUCTION

The profession of "Environmental Education Worker" may seem rather new in V4 countries. However, the profession has existed for many decades, if not longer. It was born when experts in nature and environmental conservation began to share their observations and knowledge with the general public, pointing out the impact of human society on nature. These are, for example, national park guides and interpreters, mountain guides, authors of museum exhibitions and their guides, staff of zoological and botanical gardens, geoparks, staff of national park visitor centres, or eco-educators from environmental/ecological education centres.

Environmental education workers have been here for a long time but it is only in recent years that there has been an effort to define it precisely and to identify meaningful, purposeful content. It is because the importance of the profession is increasing in direct proportion to the growing human impact on the natural environmental. And, at the same time, there is a growing need to set a minimum standard of knowledge, skills, and attitudes for the profession of "Environmental education worker".

The key questions are: What should professionals in the field of environmental education know? And what skills and attitudes should they have so that their work has impact, and fulfills the basic goals of environmental education - increasing the environmental literacy and nature conservation skills of the broadest public. That is why this CZ - HU - SK project has been implemented to find answers to these questions.

One of the outputs of the project is this Qualification Standard for the profession Environmental Education Worker, representing the consensus of our Erasmus+ international community.

The basic starting point for this work was the long defined Czech Qualification Standard. We have tried to enrich this source material with insights from the Slovak and Hungarian eco-pedagogical scene and to complement it with current topics in the field of environmental education.

We are aware that each country has its own priorities, problems and legislative settings and that it is therefore not possible to use this qualification standard without adjusting it to the specifics of each country. This standard reflects those topics that are of common interest to all of us and also aims to be an inspirational material for other EU countries.

Thanks to all who contributed to this work, not only from the CZ - HU - SK project teams, but also to the experts from these countries who provided their valuable insights, suggestions and comments.

Qualification standard: Environmental education worker

Profile of an Environmental Education worker:

An environmental education worker is a person who interprets knowledge from the field of ecology and environmental science in the wider context of sustainable development (SD). Workers in environmental education contribute to the fulfillment of the goals of the non-formal environmental education. They support individuals or groups in creating a deep relationship with nature, and building ties to the local environment. They help learners understand ecological processes, global environmental problems and their connections with everyday life and human behavior. Last but not least, they develop the competence to act and actively influence one's surroundings for the benefit of the environment and sustainable development. Activities of workers in environmental education are implemented through various educational and awareness-raising activities and programs, using activating experiential methods and forms.

Working activities:

- Interpretation of knowledge from the field of ecology and environmental science in the broader context of sustainable development to various target groups;
- Implementation of various activities of environmental education (programs, festivals, campaigns, publications, etc.) focused on various topics in the field of informal education;
- Activities related to the implementation of environmental education – developing of programs, organization, tutoring, evaluation of success, publicity and promotion, self-education, financial and administrative issues, facilitation, project management, methodological, planning or research activities;
- Developing the goals of informal environmental education – competences for responsible behavior in favor of good environment and sustainable development
- Cooperation and networking with various actors of environmental education at the local, regional, national or international level.

Environmental education worker can (summary of competencies):

1. Environmental issues and basic concepts of ecology and environmental science

1.1. Use current and verified sources of information and professionally relevant concepts in the field of ecology, environmental science and sustainable development.
1.2. Implement eco-friendly processes and services at one's workplace a in one's professional life.

2. Environmental education: The system and mission

2.1. Identify key players in the environmental education system, and is able to approach the relevant authority, institution or NGO with a question or for support.
2.2. Advocate the necessity, relevance and irreplaceability of environmental education in teaching, extracurricular education, but also in education of public.
2.3. Cooperate with other organizations and institutions in the system of environmental education in fulfilling its goals.

3. Methodology of environmental education

3.1. Assess the knowledge and interests of the participants, and decide for and implement further learning and methods accordingly.
3.2. Implement education activities to inspire by own example.

4. Preparation and delivery of environmental programs

4.1. Design and deliver environmental programs on appropriate topics for various target groups with clearly defined learning outcomes, using effective educational methods and methodologies.
4.2. He/she has sufficient communication and teaching skills, and can deal with unexpected situations and challenges.
4.3. Use environmentally friendly tools and materials, and choose learning environments in a way that develops participants' relationship with nature and environmental protection.

5. Inclusive and supportive learning environment

5.1. Deliver environmental education programs to participants with respect to their specific needs and abilities, using strategies and practices that promote inclusion.
5.2. Treat each learner with respect, regardless their views.
5.3. Create a positive and motivating environment.

6. Evaluation

6.1. Use an evaluation method appropriate to the subject and group.
6.2. Work systematically with results of evaluation to improve the quality of instruction and teaching skills.

7. Personal professional growth

7.1. Develop his/her methodological, communication and organizational skills, continuously acquire information on current topics and cooperate with experts and organizations in developing his/her knowledge and skills.
7.2. Look critically at their own knowledge, skills, attitudes and learn from personal experience as an environmental educator.

8. Financial matters and marketing of environmental programs

8.1. Cooperate on the project management and writing a project application.
8.2. Use different communication channels and tools to promote environmental education activities.
8.3. Explain and describe his/her work, its importance and the vision of his/her organization.

9. Safety principles, risk elimination and accident prevention

9.1. Environmental education worker can (competencies)
9.2. Handle basic conflicts, and react calmly in a variety of unexpected situations.
9.3. Apply safety rules in the implementation of environmental programs, and deal with basic health problems.

Environmental Education Worker: description of knowledge, skills, and competences

1. Environmental issues and basic concepts of ecology and environmental science

1.1. Worker in environmental education knows (has knowledge):

1.1.1. The current state of the local, regional, national and global environmental problems, and is familiar with its problems and possible solutions.
1.1.2. Basic concepts in the field of ecology, environmental issues and sustainable development.
1.1.3. Has a general overview in the field of environmental legislation and current environmental policy of the EU, state and region.

1.2. Environmental education worker can (skills):

1.2.1. Use up-to date and relevant information sources.
1.2.2. Explain impacts of human systems on the environment, based on knowledge of both the natural and social sciences.
1.2.3. Explain reasons and consequences of the climate change and biodiversity loss, and present solutions.
1.2.4. Demonstrate abilities and skills for exploring nature and the environment.
1.2.5. Link ecological events and laws with everyday life.
1.2.6. Explain eco-friendly lifestyle (eco-brands, responsible shopping, conservation of resources and adaptation measures, voluntary modesty).

1.3. Environmental education worker can (competencies):

1.3.1. Use current and verified sources of information and professionally relevant concepts in the field of ecology, environmental science and sustainable development.
1.3.2. Implement eco-friendly processes and services at one's workplace a in one's professional life.

2. Environmental education: The system and mission

2.1. Worker in environmental education knows (has knowledge):

2.1.1. Knows the current system of environmental education, legislation, methodology guidelines and other pedagogical documents, and the goals of environmental education (formal, non-formal, and informal).
2.1.2. Has an overview of current trends in environmental education and training.
2.1.3. Has an overview of subjects active in environmental education (who is who).
2.1.4. Knows the processes of creating methodological materials and strategic documents in the field of environmental education, and knows the possibilities to participate in them.

2.2. Environmental education worker can (skills):

2.2.1. Identify key players in the field of education and especially in the field of environmental education, and describe their competencies: individuals, organizations, institutions and agencies providing environmental education programs, including formal and informal programs.
2.2.2. Define what is (and what is not) environmental education and its goals.
2.2.3. Identify key competencies in the field of environmental literacy and civic participation skills.
2.2.4. List relevant organizations and initiatives in the field of environmental education at national level for building partnerships.

2.3. Environmental education worker can (competencies):

2.3.1. Approach the relevant authority, institution or NGO with a question or for support.
2.3.2. Advocate the necessity, relevance and irreplaceability of environmental education in teaching, extracurricular education, but also in education of public.
2.3.3. Cooperate with other organizations and institutions in the system of environmental education in fulfilling its goals

3. Methodology of environmental education

3.1. Worker in environmental education knows (has knowledge):

3.1.1. Has basic knowledge of pedagogical and psychological principles of formal, non-formal and informal education, based on age.
3.1.2. Understands that environmental education takes place in a variety of settings, and that program requirements, educational methods, and other factors vary based on needs of learners and other factors.
3.1.3. Knows different educational approaches and their elements *(Annex 1)*.
3.1.4. Knows the multiple advantages of outdoor education.

3.2. Environmental education worker can (skills):

3.2.1. Apply the principles of non-formal education and training, experiential and activating methods, inclusive approach, and principles of civic participation and activism.
3.2.2. Apply new trends and digital tools in the creation and implementation of environmental education activities and programs
3.2.3. Use various effective methods suitably combined and alternated, respecting the needs and abilities of the participants. *(Annex 2)*
3.2.4. Create and implement educational activities with an awareness of the gradual steps of environmental education from sensory perception to engagement for a better environment.
3.2.5. Motivate participants to accept personal co-responsibility for the state of the local environment.

3.3. Environmental education worker can (competencies):

3.3.1. Assess the knowledge and interests of the participants, and decide for and implement further learning and methods accordingly.
3.3.2. Implement education activities to inspire by own example.

4. Preparation and delivery of environmental programs

4.1. Worker in environmental education knows (has knowledge):

4.1.1. Knows the structure of a good environmental program.
4.1.2. Knows the specifics of environmental education programs (short or long-term, campaigns…)
4.1.3. Is aware of the importance to use environmentally friendly products and services as well as prevent waste production and damage of natural resources during implementation of environmental education programs.

4.2. Environmental education worker can (skills):

4.2.1. Define goals and learning outputs of the environmental program.
4.2.2. Reflect on hotly discussed topics, take into account the local, economic and social context of problems, local culture and traditions.
4.2.3. Create one's own environmental program using effective methods, following the educational goals, depending on the age of the participants and other conditions.
4.2.4. Describe the structure of an environmental education program based on a selected learning model
4.2.5. Deliver own environmental program and describe the ways of implementing its individual activities.
4.2.6. Create and use diverse settings for environmental education (e. g. classroom arrangement, outside of the classroom, school gardens), depending on different learning outcomes and available resources.
4.2.7. Modify and adapt activities or programs in environmental education to the current requirements of environmental policy, the needs of various target groups as well as the environment in which they take place.
4.2.8. Has skills in communication, presentation and teamwork.

4.3. Environmental education worker can (competencies):

4.3.1. Design and deliver environmental programs on appropriate topics for various target groups with clearly defined learning outcomes, using effective educational methods and methodologies.
4.3.2. He/she has sufficient communication and teaching skills, and can deal with unexpected situations and challenges.
4.3.3. Use environmentally friendly tools and materials, and choose learning environments in a way that develops participants' relationship with nature and environmental protection.

5. Inclusive and supportive learning environment

5.1. Worker in environmental education knows (has knowledge):

5.1.1. Knows the strategies and procedures that support inclusion in the implementation of environmental education programs.
5.1.2. Is aware of the necessity to find out information about participants and their special needs before the program.

5.2. Environmental education worker can (skills):

5.2.1. Use the strategies and procedures that support inclusion in the implementation of environmental education programs.
5.2.2. Create opportunities for learners to have personal experiences exploring the world around them.
5.2.3. Create safe environment for each participant to express their own opinion, attitude or emotions.
5.2.4. Create motivating environment and support collaboration of learners.
5.2.5. Use instructional techniques that encourage learners to ask questions and explore a variety of answers.
5.2.6. Communicate in a way that promotes a sense of belonging among participants.

5.3. Environmental education worker can (competencies):

5.3.1. Deliver environmental education programs to participants with respect to their specific needs and abilities, using strategies and practices that promote inclusion.
5.3.2. Treat each learner with respect, regardless their views.
5.3.3. Create a positive and motivating environment.

6. Evaluation

6.1. Worker in environmental education knows (has knowledge):

6.1.1. Knows basic approaches and tools in evaluating the effectiveness of environmental education programs.

6.2. Environmental education worker can (skills):

6.2.1. Use a variety of techniques and strategies for assessing learning outcomes.
6.2.2. Explain the importance of ongoing evaluation as means to modify and improve future instruction.
6.2.3. Explain the importance of final evaluation (at the end of longer program) as a tool to measure effectiveness of environmental education programs.

6.3. Environmental education worker can (competencies):

6.3.1. Use an evaluation method appropriate to the subject and group.
6.3.2. Work systematically with results of evaluation to improve the quality of instruction and teaching skills.

7. Personal professional growth

7.1. Worker in environmental education knows (has knowledge):

7.1.1. Knows relevant resources and opportunities for personal and professional growth.
7.1.2. Knows various organizations and initiatives dealing with further education in the field of environmental education at various levels.

7.2. Environmental education worker can (skills):

7.2.1. Obtain information about current topics and events in the field of environmental education from relevant sources.
7.2.2. Cooperate with experts or organizations with the aim of increasing qualifications in the field of the environment.
7.2.3. Develop methodology skills, communication skills, organizational skills, critical thinking and interpersonal skills.

7.3. Environmental education worker can (competencies)

7.3.1. Develop his/her methodological, communication and organizational skills, continuously acquire information on current topics and cooperate with experts and organizations in developing his/her knowledge and skills.
7.3.2. Look critically at their own knowledge, skills, attitudes and learn from personal experience as an environmental educator.

8. Financial matters and marketing of environmental programs

8.1. Worker in environmental education knows (knowledge):

8.1.1. Knows the possible sources to finance environmental education programs.
8.1.2. Knows possibilities for promotion of environmental education programs.
8.1.3. Knows basics of the project management.

8.2. Environmental education worker can (skills):

8.2.1. State currently demanded programs and topics based on current priorities.
8.2.2. Cooperate on writing a project.
8.2.3. Use different communication channels and tools to promote environmental education activities.
8.2.4. Can present his or her work, its benefits and the vision of own organization.

8.3. Environmental education worker can (competencies):

8.3.1. Cooperate on the project management and writing a project application.
8.3.2. Use different communication channels and tools to promote environmental education activities.
8.3.3. Explain and describe his/her work, its importance and the vision of his/her organization.

9. Safety principles, risk elimination and accident prevention

9.1. Worker in environmental education knows (knowledge):

9.1.1. Has knowledge in the field of safety rules, physical and mental health protection, as well as prevention of accidents and damage to health, the environment and property.

9.2. Environmental education worker can (skills):

9.2.1. Adapt environmental education activities and programs in various environments to reduce health risks.
9.2.2. Deal with basic health conditions.
9.2.3. Apply the principles of safe movement and stay in nature.
9.2.4. Cope with basic emotionally tense situations.

9.3. Environmental education worker can (competencies)

9.3.1. Handle basic conflicts, and react calmly in a variety of unexpected situations.
9.3.2. Apply safety rules in the implementation of environmental programs, and deal with basic health problems.

Annex 1:

Methodological approaches used in environmental education:

Global education is based on the problems of today's world. Educational goals are not only in terms of knowledge, but also in terms of attitudes and actions. Global education favours active work by pupils over traditional frontal teaching and uses activating methods followed by joint analysis (final discussion, reflection, debriefing, targeted feedback). The teacher is more of a facilitator of discussion than an expert authority.

Earth education focuses on understanding how ecosystems work, what are the basic ecological concepts such as energy flow, material transformation, cycling and interdependence. It emphasizes contact with nature and focuses on deepening environmental sensitivity. Based on the knowledge and experiences gained, children should reduce their negative impact on the Earth by at least one way of conserving energy and one way of conserving materials.

Deep ecology education. It is a pedagogical grasp of deep ecology - a philosophical stream of environmental thinking that demands radical solutions to the causes of environmental crisis and an emotional understanding of the needs of other living creatures. Deep ecological education emphasizes emotions, uses means associated with the practices of natural cultures, and employs rituals, meditation, and imaginative journeys. Typical forms are residential workshops, aimed at identifying participants with other forms of life. The philosophy of deep ecology originated in the 1970s.

Education for sustainable development (ESD) means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. ESD promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.
ESD is UNESCO's education sector response to the urgent and dramatic challenges the planet faces.

(Processed by: Činčera, J. Environmental education. But what kind? Pedagogical Orientation 2005, No. 3, pp. 17-24.)

Community-based learning

is used in place-based learning, particularly to develop people's attachment to place, which increases civic responsibility and accountable stewardship and care. Community-based learning is an educational strategy that focuses on learning in the context of one's own village (community), which includes hands-on learning, experiential learning, work experience, lifelong learning and other methods.

Creative education

teaches through art and artistic thinking. It is an interdisciplinary approach that creates the conditions for engaging the individual cognitively, emotionally, socially, ethically and physically. It develops creativity and creative thinking and promotes originality and authenticity. It emphasizes participatory involvement of students in decision-making, critical reflection and collaboration.

Experiential learning

emphasizes the activity of the pupils and builds primarily on their own experience and its subsequent use for personal growth. The main principle of experiential pedagogy is to use the experience of play to achieve predetermined pedagogical goals. The combination of the two aspects of play and education is the essence of the experiential pedagogy method.

One of the sources of experiential pedagogy, focused on observation and enjoyment of nature, is **Joseph Cornell's methodology of flow learning**. The methodology works with four stages of experience - from the initial arousal of enthusiasm to the final sharing of stories.

Inquiry-based learning

is aimed at the development of the pupil's knowledge, skills and attitudes on the basis of active and relatively independent knowledge of the reality which he/she is learning to discover and discover on his/her own. Students learn to ask research questions, formulate hypotheses, propose ways to test hypotheses, conduct experiments, and present research results.

Interpreting local heritage

is an educational activity that can greatly enhance a relationship with a place. It avoids simply conveying factual information, but uses original objects and personal experiences to reveal meanings and relationships. It influences the behavior of the visitors/program participants, arouses their interest in the place, and promotes a relationship with the place.

Outdoor learning

is active learning in the outdoors. "Outdoor learning takes advantage of the natural environment to make learning more visual and more varied in its forms and methods. Thus, we do not consider outdoor learning in nature to be, for example, teaching in an outdoor classroom if it is done only as frontal teaching according to a textbook and the natural environment is ignored." (Daniš, 2018)

Participatory environmental education

(participation in environmental education) emphasizes the purpose of environmental education to raise a generation that feels part of change for a sustainable future, Terms that are associated with participatory environmental education are empowerment of the youth and active environmental citizens. This approach is very close to education for environmental citizenship.

Peer education

can be described as learning from one's peers. It is the process of sharing information among members of a specific community or group of young people.

Place-based education

is an educational approach that uses all aspects of the local environment as a unifying context for learning; it emphasizes civic engagement in projects that have practical relevance to the community, serving the community; it builds social capital, fosters the development of local partnerships.

Problem-based learning is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

Project-based learning

emphasizes learning from real-life problems. It connects knowledge from different subjects, helps to see things in context, emphasizes that students solve the chosen problem independently, the teacher is in the role of a guide. It develops the pupil's work and study habits, ability to plan, communicate, look at things from different angles. It enables pupils to work in teams and groups.

Service learning

is the most advanced stage of place-based learning where students help solve a problem or meet a need in the community as part of their learning. It involves interdisciplinary collaboration. Pupils not only acquire new knowledge and skills, but also make a practical contribution to the quality of life in the community.

Value-based learning

aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development.

Annex 2:

Methods used in environmental education:

Critical Thinking is a method of thinking that develops the ability to receive, examine, understand information, sort it, process it, compare it with other information, with existing knowledge and opposing views, and see facts in context. The main goal is for students to become independent thinkers and readers who can look at things from different perspectives, can look for correlations between phenomena, and can sort out arguments for and against.

Demonstration is an instructional strategy that involves a live demonstration of a particular concept, process, or skill by the instructor. A demonstration (e.g., an experiment) is typically conducted in front of a large number of learners, with learners not having the opportunity to actively input into the process.

Discussion in education is a form that teaches learners to find and use arguments to persuade their opponents, while at the same time leading to tolerance of the views of others. Debate needs to be moderated appropriately and impartially and should have clear, pre-defined rules.

Ecology and environmental (science) apps for smartphones, usually freely available, can have different focuses. Apps for observing nature and its components are often also linked to scientific projects (citizen science), and these apps help their users to collect data (e.g. Globe Observer, BirdNet). Applications like TrashOut help to detect environmental stresses. Apps like BlaBlaCar contribute to a greener planet.

Environmental sensitivity activities - support participants' sensitivity to nature by using as many senses as possible (touch, hearing, taste, smell and sight).

Field research represents the collection of data and/or information. It can be organized as a one-time collection or as a long-term observation of nature, natural phenomena etc. In environmental education, field research is often associated with citizen science, biomonitoring, and the development of research skills.

Fieldtrip

is an effective form of learning, classified as experiential. It is usually an excursion of a group of learners to a place remote from their normal environment. In the context of environmental education and training, field trips are most often organized to places of conservation value. Equally important, however, are excursions to environmental burdens or to polluting establishments or to facilities such as sewage treatment plants, municipal waste dumps, etc.

Groupwork

is an organizational form used in teaching. Groups of 3 or more learners work independently to solve a clearly defined problem. In the phase of independent group work, the teacher acts as a consultant, guides the learners, monitors the progress of the work in each group. At the end of the group work, the individual groups usually present the results of their work in front of everyone.

Hands-on activities

is learning through manual (handicraft) activity. During the practical activity, participants are directly involved in learning. Participants gain direct practical experience as they apply their knowledge and learn from their failures.

Philosophy for Children.

The basis of the didactic method is the gradual creation of a philosophizing community - a safe space where the teacher sends the children stimuli that motivate them to think and discuss. Children learn to ask open, philosophical questions and to seek answers. They then explore these together through dialogue, during which more questions emerge to help explore the topic more deeply.

Questing

is a typical example of a form of place-based learning, based on the concept of structured treasure hunt games. As a rule, questing guides learners along individual stops along a route, where players search for clues and solve a mystery that will lead them to their destination, or even to a "treasure".

Role-play

is teaching method in which several participants take on fictional roles (patterns of thinking and behavior) according to a more or less structured scenario - sometimes with the task of merely imitating common life or work situations, sometimes with the task of arriving at some commonly accepted solution to a problem or dispute. The aim is to put oneself in the roles of other people, professions, or people/institutions that have executive, decision-making, advisory, etc.

Simulation games

are educational games that simulate a real-world environment with a task for learners to solve. Compared to simpler role-playing games, simulation games work with a more elaborate scenario, clearly stated rules of the game, often with a game plan and other aids.

Other methods

Příloha č. 3

Glossary:

Občanská věda Citizen science is the practice of public participation and collaboration in scientific research to increase scientific knowledge. Through citizen science, people share and contribute to data monitoring and collection programs (e. g. also using mobile apps). Citizen science is a tool to increase public science literacy, too.

Critical thinking is the fundamental life skill of independent thinking, seeking and objectively evaluating information, using healthy skepticism, doubt, and the search for alternatives - in order to form the most objective and truthful picture of the matter under investigation.

Eco-friendly lifestyle is a lifestyle that seeks to limit the use of natural and personal resources at the individual, family, community, and societal level. It involves making conscious choices that minimize our impact on the environment, reduce waste and pollution, and conserve natural resources. The practice and overall philosophy of an eco-friendly living is consistent with the principles of sustainable development.

Evaluation in education is the process of systematically examining the quality of an educational program or its individual parts in order to assess the fulfilment of educational and learning objectives, the effectiveness of the examined program, with the ambition to use the result of the evaluation to improve or increase the effectiveness of the program. Evaluation can also concern the whole institution, educational establishment - in the sense of the educational setting of the whole institution, including the fulfilment of the ambition of "the environment educates/educates".

Formal education is a process in educational institutions where the objectives, content, and means are set. It is precisely defined and determined by legislation. Formal education takes place at set times, in set forms, in different groups and types of schools and includes the whole population.

Inclusive pedagogy refers to practices that create a fair and socially equitable learning environment and ensure that all pupils have an equal opportunity to demonstrate that they have achieved the learning outcomes. Inclusive (shared) education aims to maximize the development of each pupil, taking into account his/her individual needs and background.

Informal education or non-institutional (or unorganized, unsystematic) education is essentially a lifelong process of acquiring knowledge, skills and attitudes - in everyday life, without organizational interventions. It is shaped by family, peers, but also by watching the media, reading...

Non-formal education is education organized outside formal education - i. e. education provided by different institutions (civic organizations, cultural institutions, businesses, adult education institutions...) to a specific group of learners in different forms, types and content. Non-formal education is not usually completed by the issue of official documents.

Sustainable development is a comprehensive set of strategies that make it possible to meet the widest range of human needs - material, cultural and spiritual - using economic means and modern technologies, while fully respecting environmental limits.

Tutoring is an individualized learning support, delivered by a professional to improve student's skill and knowledge. Tutoring can be formal or informal. It can be in the form of one-on-one help, small group sessions, or even help in a subject area through videos or online tutorials.

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