GREEN SKILLS IN EVERYDAY LIFE

1. Title

- TyövisLab
- Finland
- Helsinki Finnish Adult Education Centre

2. DDSS Gap Addressed

Limited green skills integration – L6

3. Description of the Reskilling Lab (100–200 words)

- TyövisLab involved students from TUVA (a programme that does not lead to a formal qualification but prepares learners for further studies and working life) who faced challenges related to Finnish language proficiency, digital skills, and transitions to further education and employment. Most participants were women.
- TyövisLab provided a six-week non-formal learning programme focused on basic digital skills, green skills, wellbeing, and guidance for future pathways. Qualified educators acted as mentors and supported learners in identifying their next steps towards upper secondary education, vocational studies, or employment.
- TyövisLab was implemented by the Helsinki Adult Education Centre in cooperation with Helsinki Vocational College. Through the programme, participants strengthened essential skills, gained confidence in continuous learning, and became familiar with local learning opportunities, services, and community activities. The Lab supported social inclusion, integration, and readiness for further education and working life while reducing the risk of disengagement after TUVA.

4. Why is this a Good Practice?

TyövisLab is a relevant example of the DDSS solution for “Limited green skills integration (L6)” because it integrated green skills into an existing learning programme. Participants explored practical topics such as recycling, device maintenance, energy consumption, and digital footprints alongside digital skills development. This made sustainability relevant, accessible, and connected to everyday life.

5. Transferability

The model can be transferred to other adult education and integration programmes by embedding green skills into existing courses. Practical topics such as recycling, sustainable use of technology, and energy efficiency can easily be adapted to different subjects and learner groups. Key success factors included practical learning activities and the integration of green and digital skills within the same learning pathway.

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